

TRAINING BETTER BYSTANDERS: Using Bystander  
Intervention Education to Combat the Intersections of Sexual  
Violence, Rape Myth Acceptance, and Traditional Masculine  
Gender Role Norms in University Fraternity Culture

by

MOLLY K. ZANINOVICH

A THESIS

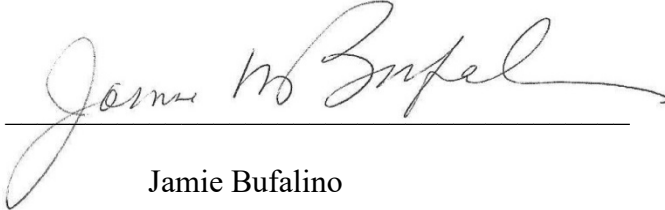
Presented to the Department of Women's and Gender Studies  
and the Robert D. Clark Honors College  
in partial fulfillment of the requirements for the degree of  
Bachelor of Arts

June 2018

## **An Abstract of the Thesis of**

Molly K. Zaninovich for the degree of Bachelor of Arts  
in the Department of Women's and Gender Studies to be taken June 2018

Title: Training Better Bystanders: Using Bystander Intervention Education to Combat  
the Intersections of Sexual Violence

Approved:   
Jamie Bufalino

This study evaluated the effectiveness of a sexual violence prevention workshop presented to three University of Oregon fraternities. In this study a total of 39 fraternity men completed the Updated Illinois Rape Myth Acceptance Scale (Updated IRMA) and the Conformity to Masculine Norms Inventory-46 (CMNI-46) before and after they participated in the workshop. It was hypothesized that after workshop participation fraternity men would report conforming less strongly to masculine gender role norms within the United States (U.S.) and report accepting rape myths less strongly. These hypotheses were assessed by means of paired, two sample, one tailed, T-tests, which were applied to data from the pre and post surveys from each of the fraternities, for both the CMNI-46 and the Updated IRMA. The results of these statistical analyses proved both of the hypotheses correct, and the workshop can be considered a successful intervention.

## **Acknowledgements**

I would like to thank my Thesis Committee Professors Jamie Bufalino, Tim Williams, and C.J. Pascoe for helping me to fully examine sexual violence prevention education and masculinity studies. I am grateful to have the opportunity to work with professors who are experts in their respective fields, and were active in helping me through this challenging process. I would also like to thank Abigail Leeder and Rituparna Roy, my Sexual Wellness Advocacy Team supervisors, for offering their advice and input regarding the scope and intricacies of this project. Additionally on the Sexual Wellness Advocacy Team, I would like to thank every team member who helped me to present the workshops: Spencer Wilhelmy, Gabby Mijalski-Fahim, Alexis Oie, Maya Date, Phoenix Chambers, LaPhoenix McDonald-Warner, Keegan Brooks, and Aliana Allen-Maloney. I have an overwhelming amount of gratitude for the enthusiasm and care that you all displayed during every workshop presentation. And lastly, I need to express my sincerest appreciation for my friends and family who not only offered their guidance and support throughout the thesis process, but also throughout the entirety of my undergrad.

## **Table of Contents**

CHAPTER 1: INTRODUCTION	1
Research Hypotheses	3
CHAPTER 2: LITERATURE REVIEW	4
Defining Sexual Violence, Sexual Assault, Sexual Harassment, Rape, and Consent	4
Background on College Campus Sexual Violence	5
Background on College Campus Sexual Violence Perpetrated by Fraternity Men	9
Background of Bystander Intervention	12
Bystander Intervention Education within SWAT	14
CHAPTER 3: METHODS	20
Participant Recruitment	20
Workshop Process	21
Workshop Presenter and Participant Descriptions	22
Surveys	23
An Overview of the Conformity to Masculine Norms Inventory—46 (CMNI-46)	23
The Importance of Studying Conformity to Masculine Gender Role Norms	26
How Conformity to Masculine Norms is Addressed in the Bystander Intervention Script	27
An Overview of the Illinois Rape Myth Acceptance Scale (IRMA)	30
The Importance of Studying Rape Myth Acceptance (RMA)	34
How Rape Myth Acceptance is Addressed in the Bystander Intervention Focused Script	36
Statistical Analyses	37
CHAPTER 4: RESULTS	39
Phi Kappa Psi Data (n=22)	39
Delta Upsilon Data (n=5)	42
Alpha Sigma Phi Data (n=12)	47
CHAPTER 5: DISCUSSION	50
CHAPTER 6: LIMITATIONS	55

Appendix I: Original SWAT Script	57
Appendix II: Bystander Intervention Focused Script	82
Appendix III: Surveys	98
Updated IRMA (Version Given to Workshop Participants)	98
Updated IRMA (For Researchers Use)	99
CMNI-46 (Version Given to Workshop Participants)	100
CMNI-46 (For Researcher Use)	102
Appendix IV: Recruitment Email	104
Appendix V: Informed Consent Letter	106
Bibliography	110

## CHAPTER 1: INTRODUCTION

As a member of the University of Oregon's Sexual Wellness Advocacy Team (SWAT),<sup>1</sup> the principal investigator and author of this thesis, Molly K. Zaninovich, wrote and performed a script for an hour and fifteen-minute workshop, focused primarily on bystander intervention and the gendered dynamics of sexual violence. This workshop (Appendix II) was performed for three University of Oregon fraternities, all of which had previously seen the original SWAT workshop (Appendix I). The supplemental workshop featured in this study incorporates aspects of the original SWAT workshop script and aims to build upon skills that workshop participants had already learned. For the purposes of this thesis, the term "workshop" will refer to the supplemental SWAT workshop that was written, performed, and evaluated in this study.

Fraternity members frequently give SWAT the critique that their older members have already seen the workshop many times and that the content becomes repetitive. However, educating fraternity men about sexual violence prevention is important because research shows that fraternity men are three times more likely to perpetrate sexual violence than other men on college campuses.<sup>2</sup> In addition, fraternity men should participate in repeated sexual violence prevention education because "Dosage matters," and "Longer and more frequent interventions result in greater outcomes."<sup>3</sup> The standard SWAT workshop ends with a 15 to 20-minute segment about bystander intervention,

---

<sup>1</sup> SWAT is a group of students that performs workshops for various other student groups and community organizations using theater and other interactive activities to discuss sexual assault, dating violence, and healthy sexuality.

<sup>2</sup> Loh, Catherine, et al. "A prospective analysis of sexual assault perpetration risk factors related to perpetrator characteristics." *Journal of Interpersonal Violence* 20.10 (2005): 1325-1348.

<sup>3</sup> Gibbons, Roberta E. "The Evaluation of Campus-Based Gender Violence Prevention Programming: What We Know about Program Effectiveness and Implications for Practitioners" *National Online Resource Center on Violence Against Women*, Jan 2013, pp. 6.

which has been proven to be the most effective form of sexual violence prevention programming.<sup>4</sup> For this reason, this workshop dedicates a greater amount of time to practicing a variety of bystander intervention techniques.

For this research project, the principal investigator measured whether fraternity participants would less strongly accept “rape myths” and less frequently conform to traditional masculine gender role norms after participation in the workshop. To conduct these measurements, all fraternity members who consented to participating in the workshop completed two pre-surveys and two post-surveys: the quantitative Updated Illinois Rape Myth Acceptance Scale (IRMA) (Appendix III) and Conformity to Masculine Norms Inventory-46 (CMNI-46) (Appendix III). These pre and post-surveys were identical.

The principal investigator administered the Updated IRMA because several studies have shown that men who adhere to rape myths at higher rates “are [more] likely to feel justified in using force to obtain sex.”<sup>5</sup> The fact that rape myths are so ubiquitous “in American culture may also reassure potential perpetrators that others will find these justifications reasonable and, therefore, they will be more likely to try to use them to excuse their behavior.”<sup>6</sup> In addition, the IRMA is a survey frequently used to determine the effectiveness of violence prevention programs, which makes it so the effectiveness of this study can easily be compared to programs that were similarly evaluated.

---

<sup>4</sup> Gibbons, pp. 15.

<sup>5</sup> Wegner, Rhiana et al. “Sexual Assault Perpetrators’ Justifications for Their Actions: Relationships to Rape Supportive Attitudes, Incident Characteristics, and Future Perpetration.” *Violence against women* 21.8 (2015): 1018–1037. *PMC*. Web. 26 Mar. 2018.

<sup>6</sup> Ibid, Wegner.

The principal investigator also chose to administer the CMNI-46 because the goal of this survey is to determine the degree to which workshop participants conform to the socially constructed masculine norms that are part of the dominant culture within the United States. Specifically, “the CMNI assesses the affective, behavioral, and cognitive dimensions of normative masculinity.”<sup>7</sup> For the purposes of this study, the principal investigator used the CMNI-46, which uses 46 of the original CMNI questions, because it is shorter and easier to administer under the time constraint of the workshop.

### **Research Hypotheses**

1. After fraternity men participate in the bystander intervention workshop their post-survey responses for the (Conformity to Masculine Norms Inventory-46 (CMNI-46) will adhere less strongly to the masculine gender role norms within the United States (U.S.) than their pre-survey responses.
2. After fraternity men participate in the bystander intervention workshop their post-survey responses for the Updated Illinois Rape Myth Acceptance Scale (IRMA), compared to their pre-survey responses, will indicate that they less strongly adhere to rape myths.

---

<sup>7</sup> Koon, Jerrod Anthony. “Masculinity and bystander helping behavior: a study of the relationship between conformity to masculine norms and bystander interventions.” PhD (Doctor of Philosophy) thesis, University of Iowa, 2013.



## CHAPTER 2: LITERATURE REVIEW

### Defining Sexual Violence, Sexual Assault, Sexual Harassment, Rape, and Consent

Before it is possible to fully understand the issue of college campus sexual violence, and sexual violence in general, it is essential to define the term “sexual violence.” According to the Oregon Coalition Against Sexual and Domestic Violence (OCASDV), sexual violence entails

any nonconsensual sexual act, or any sexual act where ‘no’ is not a viable option for any person involved (due to coercion, drug/alcohol use, physical or mental incapacitation). Sexual violence includes a wide range of victimizations, including rape or attempted rape. These can include completed or attempted acts involving nonconsensual sexual contact between survivor and perpetrator.<sup>8</sup>

Sexual assault “refers to any unwanted, non-consensual sexual contact, penetrative or not.”<sup>9</sup> Sexual harassment is “any deliberate or repeated sexual behavior that is unwelcome to the recipient. Sexual favors may be demanded or suggested as a condition of employment, or a hostile work environment may be created through sexual comments, jokes, pictures, or inappropriate touching.”<sup>10</sup> And rape is “best understood in the context of criminal law. Precise definitions vary by jurisdiction, but rape commonly refers to non-consensual penetrative sexual contact, generally involving a penis and vagina.”<sup>11</sup> Therefore, based on these definitions, which this study adheres to consistently, sexual assault, sexual harassment, and rape all constitute sexual violence. Another term that is essential to define before moving forward is “consent.” This study

---

<sup>8</sup> Oregon Coalition Against Domestic & Sexual Violence

<sup>9</sup> Ibid, OCASDV

<sup>10</sup> Ibid, OCASDV

<sup>11</sup> Ibid, OCASDV

will specifically adhere to SWAT's definition of consent, which is a "'Yes' that is freely given when the option of 'no' is present and viable." This definition is presented to workshop participants through interactive activities both during the workshop for this study and during the original SWAT workshop (Appendix I) (Appendix II).

### **Background on College Campus Sexual Violence**

Sexual violence on college campuses, and sexual violence everywhere, has been referred to as an "epidemic." Countless news sources use this attention-grabbing word to refer to the shocking magnitude of the problem, however, "epidemic" is a misleading word to use when addressing sexual violence. According to Native American scholar Sarah Deer, "*Merriam-Webster* defines 'epidemic' as a 'sudden quickly spreading occurrence of something harmful and unwanted.'"<sup>12</sup> While most would consider sexual violence both "harmful" and "unwanted," it is inaccurate to say that the spread of sexual violence has been either "sudden" or "quickly spreading." Referring to sexual violence as an epidemic implies that it occurs for no reason whatsoever—that it is not centuries of systemic injustice that allows it to occur with overwhelming enormity—but rather something that has only recently come about. In addition, it implies that while sexual violence is unfortunate, it's "sudden" occurrence is wholly unexplainable. The significance of these connotations of the word "epidemic" are that they "allow society to absolve itself of blame."<sup>13</sup> Sexual violence is not an epidemic. It is not an epidemic because it has deep roots in the history of this country, and it has been used as a means

---

<sup>12</sup> Deer, Sarah. *The Beginning and End of Rape: Confronting Sexual Violence in Native America*. Pp ix. University of Minnesota Press, 2015.

<sup>13</sup> Deer, ix.

to maintain the oppressive sexist and racist hetero-patriarchal<sup>14</sup> power structures that exist within the United States. If sexual violence is viewed as an epidemic, this exempts societies from having to do active work to end it, and it exempts societies from having to acknowledge that sexual violence has been upheld on a systemic level. This inability to regard sexual violence as a society-wide problem, that everyone has a role in stopping, is counter to the approach that this project takes regarding the role of bystanders in preventing sexual violence. Sexual violence is everyone's problem, and it is everyone's job to change the culture that allows it to happen.

In January 2014, President Barack Obama pledged to create a task force on the federal level dedicated to assisting U.S. colleges and universities in combatting campus sexual violence. This task force initiative was largely due to the complaints issued April 4, 2011 by the U.S. Department of Education's Office of Civil Rights, which claimed that colleges were operating in violation of Title IX<sup>15</sup> legislation if the institutions failed to "have a comprehensive system in place for dealing with sexual violence complaints." And that "failure to do so could result in a University losing tens of millions of dollars in federal funding."<sup>16</sup> These complaints were written in a document titled the "Dear Colleague Letter." Due to the threat of the loss of federal funding, colleges and

---

<sup>14</sup> Hetero-patriarchal is defined by the Collins Dictionary as "The combination of male, patriarchal, and heterosexual dominance essentially describing the severe sex and gender bias prevalent among the elite ruling classes of nation-states."

<sup>15</sup> Title IX, according to the U.S. Department of Education Office of Civil Rights, states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Any institution that receives funding from the Department of Education, which currently includes 16,500 local school districts, 7,000 postsecondary institutions, as well as charter schools, for-profit schools, libraries, and museums, must comply with Title IX obligations. Specifically, Title IX operates in the areas of "recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment." Title IX and Sex Discrimination." *Home*. US Department of Education (ED), 15 Oct. 2015. Web. 15 Apr. 2017.

<sup>16</sup> Winerip, Michael. "Stepping Up to Stop Sexual Assault." *New York Times*, 7 Feb. 2014.

universities across the nation began to pour resources into campus sexual assault prevention programs.

However, in July 2017 the Secretary of Education, Betsy DeVos, began the process of rescinding Obama's efforts to hold college's accountable for comprehensive sexual violence prevention and justice for survivors. DeVos' intention was to give "colleges more freedom to balance the rights of accused students with the need to crack down on serious misconduct."<sup>17</sup> Rescinding the "Dear Colleague Letter" has led to backlash from college campus activists nationwide. Janet Napolitano, former Secretary of Homeland Security in the Obama Administration and current president of the University of California system, said that DeVos' policy will "in effect weaken sexual violence protections, prompt confusion among campuses about how best to respond to reports of sexual violence and sexual harassment, and unravel the progress that so many schools have made."<sup>18</sup> These changes will undoubtedly result in colleges allocating fewer resources to sexual violence prevention education, as they are no longer mandated to do so.

Although the narrative regarding college campus sexual violence, and sexual violence in all communities, typically entails a male identified person sexually assaulting a female identified person, sexual violence occurs across genders, sexual orientations, races, ethnicities, classes, and abilities. With that said, people from marginalized communities are far more likely to experience sexual violence, and sexual violence is more likely to be perpetrated by people who are from societally dominant

---

<sup>17</sup> Saul, Stephanie, and Kate Taylor. "Betsy DeVos Reverses Obama-Era Policy on Campus Sexual Assault Investigations." *The New York Times*, 22 Sept. 2017, [www.nytimes.com/2017/09/22/us/devos-colleges-sex-assault.html](http://www.nytimes.com/2017/09/22/us/devos-colleges-sex-assault.html).

<sup>18</sup> Ibid, The New York Times.

groups. This is important for the discussion of campus sexual assault in relation to the implementation of Title IV on college campuses. Among undergraduate students, 23.1% of females and 5.4% of males experience some form of sexual violence during their time obtaining their Bachelor's Degrees.<sup>19</sup> Initially, Title IX's primary function was to prohibit gender discrimination in education. However, due to the clear gender imbalance regarding sexual violence, and the way that this impedes a student's ability to learn, schools are in violation of Title IX if they do not provide adequate sexual violence prevention programs for students.

The impact of sexual violence on women's academic performance in college was studied by Carol E. Jordan, Jessica L. Combs, and Gregory T. Smith in their study "An Exploration of Sexual Victimization and Academic Performance Among College Women." This "study specifically compared high school and college sexual assault experiences with respect to collegiate GPA [grade point average] at key points in time; and investigated differences in GPA by type of sexual assault."<sup>20</sup> This study had four major findings, the first of which was that more than 40% of women entering the University where the study took place had experienced rape or sexual assault as teenagers, an additional 24% of women experienced sexual violence during their first semester, and furthermore, an additional 20% experienced sexual violence during their second semester. The second major finding was that women who had experienced sexual violence as teenagers entered college with lower GPAs than women who had not

---

<sup>19</sup> Cantor, David, Bonner Fisher, Susan Chibnall, Carol Bruce, Reanne Townsend, Gail Thomas, and Hyunshik Lee. "Report on AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct." *Westat* (2015): 1-129. Web.

<sup>20</sup> Jordan, Carol E.; Combs, Jessica L.; and Smith, Gregory T., "An Exploration of Sexual Victimization and Academic Performance Among College Women" (2014). *Office for Policy Studies on Violence Against Women Publications*. 38. Pp. 18.

experienced sexual violence as teenagers, and were more likely to earn lower grades during their freshman years. The third major finding was that women who were sexually assaulted during their first semester had, on average, lower GPAs than women who did not experience sexual assault during this time. And the fourth major finding was that the degree to which a woman's academic performance was negatively impacted was positively related to the severity of the sexual violence. For instance, among women who were raped, as opposed to women who experienced other forms of sexual violence, there was a higher frequency of GPAs under 2.5.<sup>21</sup>

The afformentioned study clearly shows that sexual violence has a negative academic impact on populations that experience it, and that universities are in violation of Title IX if they fail to provide sexual violence prevention education to actively fight against college campus sexual violence. With this study in mind, it is plain to see that DeVos' policies are operating in violation of Title IX.

### **Background on College Campus Sexual Violence Perpetrated by Fraternity Men**

Fraternity men are three times more likely to perpetrate sexual violence than other men on college campuses.<sup>22</sup> Rather than focusing on what characteristics make it so someone is more likely to be a victim of sexual violence, it is important to start putting responsibility on perpetrators by researching the variables that make it more likely that one will rape. "Specifically, these characteristics include differences in socialization experiences, beliefs and attitudes about sexuality, personality, and alcohol

---

<sup>21</sup> "An Exploration of Sexual Victimization and Academic Performance Among College Women," 33.

<sup>22</sup> Loh, Catherine, et al. "A prospective analysis of sexual assault perpetration risk factors related to perpetrator characteristics." *Journal of Interpersonal Violence* 20.10 (2005): 1325-1348.

use that have been empirically determined or hypothesized to differentiate men who are sexually aggressive from their counterparts who are sexually nonaggressive.”<sup>23</sup>

Researchers Rita C. Seabrook, L. Monique Ward, and Soraya Giaccardi studied why fraternity men consistently demonstrate a higher propensity for sexual violence acceptance and sexual violence perpetration. Their rationale behind this study was that it is essential to understand the *why* of this problem to develop effective intervention programs. They draw a connection between traditional masculine gender role norms<sup>24</sup> that are heavily perpetuated in fraternity culture, and the way that these norms encourage men to sexually abuse women to assert their status as men. To explain this Seabrook et al. cite “the idea that manhood is a status that must be achieved and that it can be lost at any time,” and that “displays of masculinity are done to impress other men, because manhood is a status that is bestowed on men *only* by other men.”<sup>25</sup> Therefore, fraternity men are encouraged by their peers to assert their heterosexuality by having sex with women, without considering the desires of those women. The fraternity context facilitates sexual violence because social acceptance decides whether or not one will obtain the status of manhood, and this is valued above respect for a woman’s bodily autonomy.

Their study revealed that “fraternity members are more accepting of sexual violence against women in part because they more strongly endorse traditional masculine norms, feel pressure from their friends to uphold masculine norms, and more

---

<sup>23</sup> Ibid (Loh), 1326.

<sup>24</sup> Seabrook et al. used the CMNI—46 to measure conformity to masculine gender role norms similarly to this study.

<sup>25</sup> Seabrook, Rita C, et al. “Why Is Fraternity Membership Associated With Sexual Assault? Exploring the Roles of Conformity to Masculine Norms, Pressure to Uphold Masculinity, and Objectification of Women.” *Psychology of Men and Masculinity*, vol. 19, no. 1, 2018, pp. 4. *PsycNET*.

readily view women as sexual objects.”<sup>26</sup> While nearly all men in the U.S. are socialized to feel pressure to uphold masculine gender role norms, this is amplified in the all-male fraternity context. One of the many ways that men in the U.S. gain the status of a “real man” is by demonstrating their heterosexuality through having sex with women. This tenant of traditional masculinity is evaluated by the Conformity to Masculine Norms Inventory-46 (CMNI-46) by the subscale “Heterosexual Self Presentation,” which will be discussed in depth in the section of this project titled “An Overview of the Conformity to Masculine Norms Inventory-46 (CMNI-46).” Seabrook et al.’s study revealed that fraternity men often engage in sexually deceptive behaviors so they can have sex, and that they are more likely to sexually objectify women. This objectification perpetuates sexual violence because once the men have dehumanized the women to the status of objects, it is far easier for the men to assault them without remorse. They also found in their study that conformity to masculine norms was correlated with rape myth acceptance (RMA). Given the results of their study, they suggest that sexual violence prevention programs for men, and especially fraternity men, have an immense focus on traditional masculinity.

Knowing that the variable of Greek life affiliation facilitates sexual violence perpetration for college men, sexual violence and prevention efforts must be focused on fraternity men. Due to the strong influence that peers have over one another, men who are a part of groups that support male sexual dominance and aggression over women are more likely to have rape supportive attitudes.<sup>27</sup> This variable of peer influence is why

---

<sup>26</sup> Seabrook et al., 9.

<sup>27</sup> Loh, Catherine, et al. "A prospective analysis of sexual assault perpetration risk factors related to perpetrator characteristics." *Journal of Interpersonal Violence* 20.10 (2005): pg. 1326.



the bystander intervention model, which will be discussed in-depth in the next section, is especially effective when educating fraternity men on sexual violence prevention.

### **Background of Bystander Intervention**

Bystander intervention occurs when someone who is not directly involved in a situation steps in to help, which is an incredibly effective technique involved in preventing many crimes, including sexual violence. Certain prevention programs are proven to be more effective than others in changing the behaviors and attitudes of participating students. Evaluations of the effectiveness of various types of prevention programs, such as risk reduction/self-defense, empathy building, rape awareness/attitude change, or bystander intervention, consistently show that “bystander intervention”<sup>28</sup> programs are the most successful. Bystander intervention is the most successful mode of sexual violence prevention because of the collaborative nature of the programs, which allow students to critically listen to one another’s opinions and concretely conceptualize that through collective work they can have a tangible impact in the fight against sexual violence. Unlike other sexual violence prevention programs, “Bystander programs have demonstrated a link between change in attitudes and change in behavior.”<sup>29</sup> This is markedly different from other programs, which have only shown a change in behavior, not in attitude.

---

<sup>28</sup> “Bystander programs engage men and women not (primarily) as potential perpetrators or victims, but rather as potential bystanders to situations involving sexual or intimate partner violence. Bystander prevention programs presume that all members of the community have a role in shifting norms to prevent violence. These programs draw from a common literature on why and how bystanders intervene. The bystander model includes tools and ideas for action and strongly encourages each person to make a difference.” Gibbons, pp. 5.

<sup>29</sup> Gibbons, 6.

To measure the effectiveness of various programs in Gibbons' analysis pre-surveys and post-surveys were administered before and after participants engaged in anti-sexual violence programs. For any given form of intervention more change between the pre-surveys and post surveys indicated that the mode of intervention was more successful. According to Gibbons the most frequently used scales for measuring effectiveness are the Rape Myth Acceptance Scale (RMAS) and the Illinois Rape Myth Acceptance Scale (IRMA). "The use of these standardized scales has allowed researchers to compare the effectiveness (or success) of one program to another."<sup>30</sup>

Often, bystanders to situations of violence report that they do not know how to intervene. They may feel scared and alone, or they may "fear making someone angry, possibly misunderstanding the situation, or even triggering further violence."<sup>31</sup> The goal of the bystander intervention approach is to empower all community members to feel as though they can prevent instances of sexual violence or any form of sexual misconduct when they witness it in their daily lives, and supply them with tools to support survivors of sexual violence. It is also essential to note that bystander intervention is a preventative measure that aims to both stop sexual violence before it occurs and change the culture surrounding ideas about sexual violence. This is in direct contrast to anti-sexual violence programs that emphasize the role of the victim in stopping the perpetration of sexual violence. While both approaches have the same end goal—stopping sexual violence—when the victim's role is emphasized perpetrators of sexual violence are not held accountable for their actions.

---

<sup>30</sup> Gibbons, 3.

<sup>31</sup> Tabachnick, Joan. "Engaging Bystanders in Sexual Violence Prevention." *National Sexual Violence Resource Center* (2009): 1. Web.

Joan Tabachnick's article "Engaging Bystanders in Sexual Violence Prevention"<sup>32</sup> highlights the numerous benefits to the bystander approach to ending sexual violence. First, Tabachnick asserts that the bystander approach "discourages victim blaming" because "with bystanders as active participants, the sense of responsibility shifts away from victims and toward the family, friends and the whole community." Second, it "offers the chance to change social norms"<sup>33</sup> because the responsibility of stopping sexual violence is on the community rather than on one individual, which is especially effective for college campus communities. It is unreasonable to believe that one individual will change their behavior if they live in a culture that actively supports their original actions. Bystander intervention programs dismantle this culture by working to "shift social norms, develop institutional policies, and create legislative initiatives [that] will support individual behavioral change by transforming the forces surrounding the individual."<sup>34</sup> And third, bystander intervention shifts the responsibility of rape prevention to all people—regardless of their genders. Programs that emphasize the dynamic of female victims and male perpetrators, while putting the responsibility on victims to stop sexual violence, do not frame men and women as equals in prevention.<sup>35</sup>

### **Bystander Intervention Education within SWAT**

According to psychologists John Darley and Bibb Latane, in their 1968 article "Bystander intervention in emergencies: Diffusion of responsibility," five steps must

---

<sup>32</sup> Gibbons, 5.

<sup>33</sup> Tabachnick, "Engaging Bystanders in Sexual Violence Prevention," 5.

<sup>34</sup> Tabachnick, 19.

<sup>35</sup> Gibbons, 6.

occur before a bystander decides to act in a given situation. First, the bystander must “notice the event along a continuum of actions.” Second, “consider whether the situation demands [their] action. Third, “decide if [they] have a responsibility to act.” Fourth, “choose what form of assistance to use.” And fifth, “understand how to implement the choice safely.”<sup>36</sup> When SWAT teaches bystander intervention we guide audience members through each of these five steps as we present them with scenarios to intervene in.

In the first portion of the bystander intervention education part of the workshop two SWAT members lead audience members through a lesson about different techniques for bystander intervention. These techniques are referred to as the “4 ‘Ds’ of Bystander Intervention.” The first is ‘D’ is “direct confrontation,” which entails directly inserting oneself in a problematic situation, either verbally or physically. The second strategy is “delegation,” which means reaching out for help from someone who has more power or authority. The third strategy is “distraction,” which would look like distracting a potential perpetrator with the aim of diffusing a situation without actually leading to confrontation. And the fourth technique is “delayed action,” which means checking in with someone after an incident happens to see if they are okay, and see if they need any further support. After each strategy for intervention is presented to the audience the SWAT facilitator gives their own example, ideally a real example from their own life, and then asks the audience for their own examples.

Next, SWAT members act out an entire scene from start to finish for audience members. We tell them to “pay attention to what is problematic that is going on in the

---

<sup>36</sup> Darley, J. M., & Latane, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology*, 8(4, Pt.1), 377-383.

scene,” and ask them “what [they] might do if [they] were to witness something like this happening.” Then the bystander intervention facilitator will instruct the SWAT actors to play the scene again from the start and tell audience members that when they are uncomfortable with what is happening and want to practice intervening to yell “freeze!” and then they can come up and practice intervening in the scene. The audience member at this point can choose what moment in the scene they want to start intervening in. After the intervention plays out the SWAT member who is facilitating the bystander intervention portion of the workshop will ask the audience member who intervened how they felt about their intervention, and how it felt to get up and intervene in the situation. This gives the audience member a chance to talk about what they felt like went well, what they felt like was hard about intervening, anything that they might have done differently if they had another chance to do it, or anything else that they want to share with the group.

When engaging in bystander intervention education, it is necessary that workshop participants view themselves as part of a learning community that is capable of overturning a society that allows sexual violence to occur. When leading SWAT workshops, it is essential to give participants a chance to practice bystander intervention as a collaborative process. A “collaborative process” meaning that even though only one person is typically practicing an intervention technique, by simulating how they would intervene in a sexually problematic scenario being acted out on stage by SWAT members, each workshop participant is encouraged to stay engaged and discuss the intervention techniques. This is so that all members of the audience can share in gaining the skills to deal with potentially problematic situations.

After someone intervenes in a scenario the facilitator discusses, with the audience, the “gains” and “risks” of the strategy they chose to utilize for intervention. This discussion allows students to listen to their peers critically and take seriously the strategies they are implementing to combat sexual violence. A “gain” in this context is something that moves the scenario in the direction that the bystander wants it to go. Perhaps they were able to have a teaching moment with the problematic character, or they were able to diffuse the situation and stop a potential sexual assault from happening. A “risk” in this context is an unintended consequence that could have arisen because of the way that the bystander chose to intervene. For instance, this could be the loss of social status that oftentimes occurs when people call attention to behavior that is dangerous yet socially acceptable. An example of this would be a bystander choosing to act so that a friend cannot have sex with another person that they are forcibly trying to have sex with. Often this would be viewed as an unsupportive friend behavior, which makes stepping in and intervening much more difficult, especially if the potential bystander has no practice with intervention skills.

For instance, one of the scenes that SWAT members act out during the original SWAT workshop is one in which a man is attempting to have sex with a woman who is drunk to the point of incapacitation<sup>37</sup>—making the “sex” in this encounter sexual assault. One particular instance of bystander intervention practice within a SWAT workshop stands out as a good example of the group conversation of “gains” and

---

<sup>37</sup> The University of Oregon Student Conduct Code defines “mental incapacitation,” in relation to sexual misconduct, as when “a person is rendered incapable of appraising or controlling one’s own conduct at the time of the alleged offense because of the influence of a controlled or intoxicating substance or because of any act committed upon the person without consent.” “Office of the Secretary.” *Student Conduct Code*. N.p., n.d. Web. 12 June 2017.

“risks.” In this instance, which took place in a workshop with a fraternity, a man intervened by aggressively yelling reprimands at the male identified character, and grabbing the female identified character and pulling her off the stage. While this intervention ultimately would have prevented the man from sexually assaulting the woman, it also certainly contained problematic aspects worthy of debriefing. Rather than having a SWAT member lecture the fraternity men about what was wrong with the intervention, instead the facilitator prompted a discussion about the gains and risks of the intervention, which allowed for the fraternity men to educate each other, be more engaged with the workshop, and not feel like the SWAT members were condescendingly presenting them with information. When asked to recall the gains of the intervention, the fraternity men pointed out the fact that the woman was removed from the situation in which someone intended to sexually assault her. The intent of the discussion of gains is to prevent the person who intervenes from being discouraged, and to help them continue to see themselves as a valuable contributor to the fight against sexual violence.

Then, the facilitator went on to debrief the risks of the intervention, asking the Fraternity men what aspects they viewed as problematic. Some of the men pointed out that by yelling at the man who intended to perpetrate sexual violence the bystander could have caused tensions to escalate, which could have potentially led to a physical altercation. They also brought up the fact that forcibly removing the woman from the scenario could have also been an issue. She had no autonomy in the situation, and even though the bystander was trying to look out for her they were in reality introducing another potentially harmful stranger to the mix. They pointed out the fact that people

who are intoxicated are often not able to quickly grasp what is going on around them, and that this intervention could have been very confusing and scary for the woman.

The pedagogy by which SWAT facilitates bystander intervention entirely relies upon the willingness of the audience to engage and participate. As the groundbreaking feminist theorist bell hooks reflects when considering the classes she has taught, “It’s not just my job to make this class work. It’s everyone’s responsibility.”<sup>38</sup> As a peer educator, without the engagement of the students in the workshop it won’t “work.” Especially when working with fraternities it is essential to enter the classroom with the goal of creating a collaborative learning environment that does not position the educators and workshop participants as radically different groups of people. This can only be done through the acknowledgement that everyone, SWAT members and fraternity members alike, has the potential to offer knowledge to the group that will benefit both the educators and workshop participants.

---

<sup>38</sup> hooks, bell. *Teaching to transgress: Education as the Practice of Freedom*. Routledge, 1994 pp. 155.



## **CHAPTER 3: METHODS**

The methodology section of this thesis will detail the way participants will be recruited, the workshop procedure, descriptions of the two surveys that will be distributed, and the statistical analyses that will be applied to the surveys to determine whether the workshop is successful based on the hypotheses proposed for this project.

### **Participant Recruitment**

All workshop participants will be men who are part of the University of Oregon Official North American Interfraternity Conference Fraternities, who have seen the standard SWAT workshop in the last year. They will be recruited to participate in the study by way of an email (Appendix IV). This email will be sent to the President of each of these fraternities, whose email addresses are consistently provided on each of the fraternities' websites. With the aim of implementing the workshop in three different fraternities, I will send this email to every University of Oregon Fraternity that participated in a SWAT workshop either during the 2016/2017 academic year or the 2017/2018 academic year. These fraternities are as follows: Delta Upsilon (10/25/16), Alpha Epsilon Pi (10/27/16), Delta Tau Delta (11/01/16), Delta Sigma Phi (11/17/16), Pi Kappa Alpha (2/19/17), Sigma Alpha Epsilon (3/14/17), Alpha Sigma Phi (4/10/17), and Phi Kappa Psi (5/16/17).

The email that will be sent to the fraternity presidents will include the informed consent form in an attachment. This informed consent form, as well as the entirety of the study, was approved by the Institutional Review Board (IRB), and it describes the study including the potential risks and benefits associated with participation (Appendix

V). Due to the nature of the workshop format, in which participants might not be truly comfortable leaving the workshop if they review the informed consent form on the day of the workshop and then do not wish to participate in the study, I will ask the fraternity president to distribute the informed consent form to all members within their fraternity who have already participated in a SWAT workshop. After reviewing the informed consent form, both before the workshop date and at the beginning of the workshop, participation for all fraternity members will be voluntary and they will not be provided with any compensation. To indicate their consent to be a part of the study, workshop participants will sign a paper copy of the informed consent form, which I will keep securely locked in my apartment for the duration of the thesis-writing process.

### **Workshop Process**

Consenting workshop participants will be required to be present for the entire duration of the 75-minute bystander intervention and masculine gender role norm focused workshop. These workshops will take place in closed classrooms on the University of Oregon campus. The workshops will be presented by a team of SWAT members, all of whom the principal investigator (Zaninovich) will train for one hour on the ethical research standards detailed by the Collaborative Institutional Training Initiative (CITI).

The principal investigator will write a supplemental SWAT workshop (Appendix II) based on the original SWAT workshop (Appendix I) to build on and practice the skills that the fraternity men have prior to this new workshop. In the first portion of this workshop the understanding of the risks associated with masculine gender role norms will be taught through the “Gender Role Box Activity.” In the second

portion of the workshop various SWAT members in each of the workshops will deliver a review of the definition of consent. And in the final portion of the workshop the bystander intervention skills will be taught through a variety of acted out scenes that participants have the opportunity to intervene in. The principal investigator will be the one to do the facilitation of these scenes for all the workshops to maintain consistency, and the scenes will be acted out by the various SWAT members in the given workshops. As much as it is possible, SWAT members who are in multiple workshops will be assigned the same parts for each workshop for the sake of consistency.

### **Workshop Presenter and Participant Descriptions**

The first three fraternities to respond to the email, and thus the three to be a part of the study, were Delta Upsilon, Alpha Sigma Phi, and Phi Kappa Psi. For the Phi Kappa Psi workshop (4/3/18) there were 22 workshop participants, and the SWAT members who presented the workshop were myself, Spencer Wilhelmy, Gabby Mijalski-Fahim, Alexis Oie, and Maya Date. For the Delta Upsilon workshop (4/5/18) there were five workshop participants, and the SWAT members who presented the workshop were the principal investigator, Spencer Wilhelmy, Alexis Oie, and Phoenix Chambers. For the Alpha Sigma Phi workshop (4/15/18) there were 17 workshop participants, and the SWAT members who presented the workshop were myself, Spencer Wilhelmy, LaPhoenix Warner-McDonald, Gabby Mijalski-Fahim, Keegan Brooks, and Aliana Allen-Maloney. The presenters and participants in these workshops were all between 18 and 24 years old.

## Surveys

All workshop participants will complete two pre-surveys and two post-surveys. The pre-surveys and post-surveys will be passed out in a packet to each person as they enter the room for the workshop. After being handed the two pre-surveys, participants will be allotted about five minutes to complete both. The first survey is the Conformity to Masculine Norms Inventory-46 (CMNI-46) (Appendix III), and the second is the Updated *Illinois Rape Myth Acceptance Scale* (IRMA) (Appendix III).

### *An Overview of the Conformity to Masculine Norms Inventory-46 (CMNI-46)*

In 2003, researcher James R. Mahalik from the Department of Counseling at Boston College, developed the Conformity to Masculine Norms Inventory (CMNI), along with a team of fellow researchers. The purpose of the CMNI is to assess the degree to which a person adheres to traditional masculine gender norms. Mahalik et al. explain in their article titled “Development of the Conformity to Masculine Norms Inventory” that social norms are the “rules and standards that guide and constrain one’s behavior.”<sup>39</sup> And they further explain that

Gender role norms, or those rules and standards that guide and constrain masculine and feminine behavior, are believed to have the same properties as social norms (Mahalik, 2000b). In a way that is similar to how social norms influence people to engage in specific social behavior, gender role norms also operate when people observe what most men or women do in social situations, are told what is acceptable or unacceptable behavior for men or women, and observe how popular men or women act. As a result, males and females come to learn what is expected of them when living their gendered lives.<sup>40</sup>

---

<sup>39</sup> Mahalik, James R, et al. “Development of the Conformity to Masculine Norms Inventory.” *Psychology of Men and Masculinity*, vol. 4, no. 1, ser. 3-25, 2003. 3-25. Pp. 3.

<sup>40</sup> Ibid, 3.

The CMNI specifically analyzes how individuals either experience “conformity” or “nonconformity” to the standards and expectations associated with masculinity within U.S. society. Conformity, in this context “is defined as meeting societal expectations for what constitutes in one’s public or private life,” and nonconformity “is defined as not meeting societal expectations for what constitutes masculinity in one’s public or private life.”<sup>41</sup>

To develop the initial CMNI, Mahalik et al. identified 11 masculine norms through an in-depth literature review on traditional masculine norms in the U.S., and through focus groups with men and women who were doctoral and counseling psychology students. The focus groups were conducted weekly over an eight-month period, and the participants were three European American men, three European American women, one Haitian Canadian woman, and one Asian American man. Through this methodology, Mahalik et al. determined the 11 masculine norms to be “Winning, Emotional Control, Risk-Taking, Violence, Dominance, Playboy, Self-Reliance, Primacy of Work, Power over Women, Disdain for Homosexuals, Physical Toughness, and Pursuit of Status.”<sup>42</sup> Mahalik et al. posited that these 11 masculine norms were reflective of the masculinity norms of dominant culture within in the United States. And therefore, they

...posited that gender role norms from the most dominant or powerful group in a society affect the experiences of persons in that group, as well as persons in all other groups. Thus, the expectations of masculinity as

---

41

<sup>42</sup> Mahalik, James R, et al. “Development of the Conformity to Masculine Norms Inventory.” *Psychology of Men and Masculinity*, vol. 4, no. 1, ser. 3-25, 2003. 3-25. Pp. 6.

constructed by Caucasian, middle and upper-class heterosexuals<sup>43</sup> should affect members of that group and every other male in U.S. society who is held up to those standards and experiences acceptance or rejection from the majority, in part based on adherence to the powerful group's masculinity norms.<sup>44</sup>

Table 1: Masculine Norms Assessed by the Conformity to Masculine Norms Inventory (CMNI)

Subscale Name	Subscale Description	Sample Item
Emotional Control	Emotional Restriction and Suppression	"I tend to keep my feelings to myself"
Winning	Drive to win	"In general, I will do anything to win"
Playboy	Desire for multiple or non-committed sexual relationships and emotional distance from sex partners	"If I could, I would frequently change sexual partners"
Violence	Proclivity for physical confrontations	"Sometimes violent action is necessary"
Self-Reliance	Aversion to asking for assistance	"I hate asking for help"
Risk-Taking	Penchant for high-risk behaviors	"I frequently put myself in risky situations"
Power over Women	Perceived control over women at both personal and social levels	"In general, I control the women in my life"
Dominance	General desire to have personal control over situations	"In general, I must get my way"
Primacy of Work	Viewing work as a major focus of life	"My work is the most important part of my life"
Pursuit of Status	Being pleased with being thought of as important	"It feels good to be important"
Disdain for Homosexuals	Aversion to the prospect of being gay, or being thought of as gay	"I would be furious if someone thought I was gay"

Table 1 Caption: This table provides descriptions for the 11 CMNI subscales, as well as sample items that represent the questions that are asked when study participants respond to this survey. In the CMNI-46 the subscale "Disdain for Homosexuals" was renamed to "Heterosexual Self Presentation."

<sup>43</sup> It is essential to note that being a man who is Caucasian, middle or upper-class, and heterosexual are not the only identities that a man must hold to be in the very most dominant group in U.S. society. Certain men experience privilege, and conversely oppression, based on a multitude of other identities that they may or may not hold. For instance, transgender men are often excluded from this dominant group based on the fact they were not assigned male at birth. This is just one of many examples of the ways that men can be excluded from this very most dominant group.

<sup>44</sup> Ibid, 5-6.

The fact that the original CMNI, developed by Mahalik et al., contains 94 items poses a challenge for its effective use in research and practice. In their article titled “Conformity Factor Analysis of the Conformity to Masculine Norms Inventory and Development of the Conformity to Masculine Norms Inventory-46” researchers Mike C. Parent and Bonnie Moradi, from the University of Florida, assess the effectiveness of a shortened version of the CMNI that contains 46 items. The explicit purpose of their study was to determine “Empirically grounded measurement refinement that can retain the depth and breadth of the constructs assessed by the CMNI, and also optimize its reliability and structural properties.”<sup>45</sup> Parent and Moradi determined nine subscales of masculine gender role norms out of the original 11 CMNI subscales. These subscales are: Emotional Control, Winning, Playboy, Violence, Self-Reliance, Heterosexual Self Presentation (originally “Disdain for Homosexuals”), Primacy of Work, Risk-Taking, and Power over Women. Specifically, the Dominance and Pursuit of Status subscales were eliminated from the CMNI-46. They also removed certain questions, while still retaining and adhering to the psychometric strengths of the original CMNI.

### *The Importance of Studying Conformity to Masculine Gender Role Norms*

Conformity, or nonconformity, to masculine norms have a massive impact on men’s psychological functioning and on their behavior. For instance, men’s conformity to the dominant masculine gender role norms within the U.S. has

been linked with intrapersonal, interpersonal, attitudinal, and health correlates including depression, anxiety, low self-esteem, fear of intimacy, relationship dissatisfaction, negative attitudes and hostility

---

<sup>45</sup> Parent, Mike C, and Bonnie Moradi. “An Abbreviated Tool for Assessing Conformity to Masculine Norms: Psychometric Properties of the Conformity to Masculine Norms Inventory-46.” *Psychology of Men and Masculinity*, vol. 12, no. 4, 2011, pp. 340. *ResearchGate*.

towards women, rape myth acceptance, homophobia, reluctance to practice safer sex, substance abuse, and poor dietary practices.<sup>46</sup>

These negative behaviors and attitudes associated with adherence to traditional masculine gender role norms are the explicit reason why masculinity is addressed within this research project. More specifically, this study aims to intervene regarding conformity to traditional masculine gender role norms within the U.S., with the acknowledgment that this conformity is linked to rape myth acceptance.

#### *How Conformity to Masculine Norms is Addressed in the Bystander Intervention Script*

To decrease the frequency at which fraternity men who participated in the study conform to masculine gender role norms, the issue this study addressed is Gender Role Conflict (GRC) as defined by James M. O'Neil in his article "Summarizing 25 Years of Research on Men's Gender Role Conflict Using the Gender Role Conflict Scale." "GRC is defined as a psychological state in which socialized gender roles have negative consequences for the person or others."<sup>47</sup> The "Gender Role Box Activity"<sup>48</sup> specifically aimed to address and mitigate the "negative consequences" of GRC. GRC ultimately places constraints and restrictions on human potential based on one's gender. According to O'Neil, these constraints emerge out of four domains, a number of situational contexts, and three personal experiences.

---

<sup>46</sup> Parent, Mike C, and Bonnie Moradi. "An Abbreviated Tool for Assessing Conformity to Masculine Norms: Psychometric Properties of the Conformity to Masculine Norms Inventory-46." *Psychology of Men and Masculinity*, vol. 12, no. 4, 2011, pp. 339. *ResearchGate*. This quote from Parent and Moradi's article cites the work of Levant and Richmond (2007) and O'Neil (2008).

<sup>47</sup> O'Neil, James M. "Summarizing 25 Years of Research on Men's Gender Role Conflict Using the Gender Role Conflict Scale: New Research Paradigms and Clinical Implications." *The Counseling Psychologist*, vol. 36, no. 3, May 2008, pp. 362. *SagePub*, doi:10.1177/0011000008317057.

<sup>48</sup> See Appendix \_\_\_ on page \_\_\_\_



The four domains are cognitive, affective, unconscious, or behavioral problems that all stem from being socialized in sexist and patriarchal societies. The cognitive domain constitutes “how we think about gender roles; affective—how we feel about gender roles; behavioral—how we act, respond, and interact with others and ourselves because of gender roles; and unconscious—how gender role dynamics beyond our awareness affect our behavior and produce conflicts.”<sup>49</sup> The situational contexts all fall into four categories: “(a) GRC caused by gender role transitions, (b) GRC experienced intrapersonally (within the man), (c) GRC expressed toward others interpersonally, and (d) GRC experienced from others.”<sup>50</sup> The three personal situations that influence GRC are devaluations, restrictions, and violations.

Gender role devaluations are negative critiques of self or others when conforming to, deviating from, or violating stereotypic gender role norms of masculinity ideology. Devaluations result in lessening of personal status, stature, or positive regard. Gender role restrictions occur when confining others or one- self to stereotypic norms of masculinity ideology. Restrictions result in controlling people’s behavior, limiting one’s personal potential, and decreasing human freedom. Gender role violations result from harming oneself, harming others, or being harmed by others when deviating from or conforming to gender role norms of masculinity ideology. To be violated is to be victimized and abused, causing psychological and physical pain.<sup>51</sup>

In the Gender Role Box activity, workshop participants are prompted to critically analyze all four domains, the four categories of situational contexts, and the three personal experiences. When conducting this part of the workshop, the principle investigator asks if anyone in the audience had ever been told to “act like a man.” And

---

<sup>49</sup> Ibid, 362.

<sup>50</sup> Ibid, 363.

<sup>51</sup> O'Neil, James M. “Summarizing 25 Years of Research on Men’s Gender Role Conflict Using the Gender Role Conflict Scale: New Research Paradigms and Clinical Implications.” *The Counseling Psychologist*, vol. 36, no. 3, May 2008, pp. 362. *SagePub*, doi:10.1177/0011000008317057.

then asks “what are the expectations for ‘acting like a man in our society, which may not match up with reality.” These questions begin to get workshop participants thinking about the ways in which GRC exists, which they may have never called into question before. The answers that people give for these questions are written inside of a box titled “Act Like a Man.” Typically workshop participants answer this question with adjectives such as “strong,” “heterosexual,” and “dominant,” among many more.

Once the participants generate a comprehensive list of behaviors and emotions that represent conformity to traditional masculine gender role norms, the facilitator will switch to asking questions about what factors enforce men’s conformity to these behaviors and emotions. These answers are written on the outside of the box to represent the fact that they metaphorically box people into acting a certain way based on their societally perceived gender. The questions asked are as follows: “What are names applied to persons outside the box?” and “What things happen physically, socially, and emotionally to people outside the box?” These questions implore workshop participants to critically analyze the ways that GRC for themselves, and other men within U.S. society, is influenced by devaluations, restrictions, and violations. For instance, the negative names that get applied to persons outside the box are examples of devaluations because they negatively critique anyone who deviates from traditional masculine gender role norms. The threat of physical violence, social ostracizing, and emotional harm are all examples of restriction because they actively confine people to the stereotypic forms of masculinity, by “controlling people’s behavior, limiting one’s personal potential, and decreasing human freedom.” These threats are also forms of violations because they

entail the victimizations that men will experience if and when they deviate from traditional masculine gender role norms.

It is especially important to study GRC and the influence it has on forcing men to conform to masculine gender role norms in this study because this conformity has been directly linked to rape myth acceptance, which in turn is linked to acceptance of rape and a higher proclivity for sexual violence perpetration. O'Neil evaluated a total of 22 studies that examine the relation between GRC and men's negative and violent attitudes toward women. This review reveals that GRC is associated with "sexually aggressive behaviors and forcing sex, abusive behaviors and coercion, dating violence, hostility towards women, rape myth acceptance, positive attitudes toward and tolerance for sexual harassment, and self-reported violence and aggression."<sup>52</sup> This association clearly demonstrates why it is vital to teach men to question and disavow their conformity to traditional masculine gender role norms.

#### *An Overview of the Illinois Rape Myth Acceptance Scale (IRMA)*

Rape myths are "attitudes and beliefs that are generally false but are widely and persistently held, and that serve to deny and justify male sexual aggression against women."<sup>53</sup> <sup>54</sup> Rape myths are so normalized within U.S. culture that many people

---

<sup>52</sup> O'Neil, James M. "Summarizing 25 Years of Research on Men's Gender Role Conflict Using the Gender Role Conflict Scale: New Research Paradigms and Clinical Implications." *The Counseling Psychologist*, vol. 36, no. 3, May 2008, pp. 362. *SagePub*, doi:10.1177/0011000008317057.

<sup>53</sup> Lonsway, K. A., & Fitzgerald, L.F. (1994). Rape myths: In review. *Psychology of Women Quarterly*, 18, pp 134.

perceive them as fact. Their presence is woven into our education system, criminal justice system, media, literature, among many other facets of society. As feminist Susan Brownmiller stated in 1974: “They [rape myths] deliberately obscure the true nature of rape.”<sup>55</sup> In 1980, social scientist Martha Burt elaborated on this concept by describing the cultural influence of rape myths. Burt argues that on a cultural level rape myths “function by normalizing sexual victimization and blaming its victims.”<sup>56</sup> This victim blaming is a hallmark of a culture that uphold sexual violence. Specifically, the idea that a woman could be “asking to be raped” based upon her clothing puts the responsibility on a survivor, or potential survivor of sexual violence, to control their own sexualization and victimization. And at the same time that she is blamed, her perpetrator is not held accountable for his crime.

Burt was also the first researcher to develop a method for measuring rape myth acceptance: The *Rape Myth Acceptance Scale* (RMA). In 1980 she concluded that the

---

<sup>54</sup> In their article titled “Rape Myth Acceptance: Exploration of Its Structure and Its Measurement Using the *Illinois Rape Myth Acceptance Scale*” researchers Diana L. Payne, Kimberly A. Lonsway, and Louise F. Fitzgerald note the way that rape mythology is inherently gendered by stating: “The reader will notice that this definition of rape myths focuses exclusively on male violence against women. Although we recognize that women can rape and men can be victimized, our definition of rape myths specifically focuses on male violence against women for two reasons. First, the overwhelming majority of adult rape victims are female and an even larger proportion of rape perpetrators are male (e.g., Poppen & Segal, 1988). Second, there exists no corresponding set of cultural beliefs that serve to deny and justify the existence of female violence or male victimization. Because the rape myths themselves focus exclusively on male sexual aggression against women, so too does our theoretical definition for the construct.” Payne, Diana L, et al. “Rape Myth Acceptance: Exploration of Its Structure and Its Measurement Using the *Illinois Rape Myth Acceptance Scale*.” *Journal of Research in Personality*, vol. 33, 1999, pp. 29-30. It is also important to note that there are constructs that exist within society that also serve to justify violence against groups of people other than women. For instance, this definition is only noting the experiences of women who are, and violence against people who are trans is often supported societally due to the way that people who are trans do not conform to the very gender rigid gender norms within society. In addition, the idea that rape only happens to women that is very present in these myths perpetuates the false notion that men cannot be survivors of sexual violence, and that women cannot be perpetrators. This definition also does not consider the fact that women of color are sexually assaulted at higher rates than white women. By not taking this into consideration the experiences of women of color are silenced and rendered unimportant.

<sup>55</sup> Brownmiller, S. (1975). *Against our will: Men, women, and rape*. New York: Simon & Schuster.

<sup>56</sup> Ibid (Payne et al.), 28.

US has such a high frequency of sexual violence because of both the pressure associated with sex role stereotyping and the “psychological availability of violence.”<sup>57</sup> Lonsway and Fitzgerald specifically outline exactly what constitutes a “myth” in the context of rape myth acceptance, which is essential to understand when considering the various questions that are asked on the *Illinois Rape Myth Acceptance Scale* (IRMA). Myths are conceptualized as “(1) false or apocryphal beliefs that (2) explain some cultural phenomenon and (3) whose importance lies in maintaining existing cultural arrangements.” These tenants of myths are exemplified in all of the subscales used on the updated IRMA, which are: “she asked for it,” “he didn’t mean to,” “it wasn’t really rape,” and “she lied.”

Table 2: Rape Myths Assessed by the Updated Illinois Rape Myth Acceptance Scale (IRMA)

Subscale Name	Subscale Description	Sample Item
She asked for it	Blame is placed on the woman for being raped.	“If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped.”
He didn’t mean to	Men do not have control over whether or not they rape.	“It shouldn’t be considered rape if a guy is drunk and didn’t realize what he was doing.”
It wasn’t really rape	Women misinterpret and exaggerate situations to call them rape.	“If a girl doesn’t physically resist sex—even if protesting verbally—it can’t really be considered rape.”
She lied	Women are not to be trust and frequently lie about rape.	“A lot of times, girls who say they were rape often led the guy on and then had regrets.”

Table 2 Caption: This table provides descriptions for the four Updated IRMA subscales, as well as sample items that represent the questions that are asked when study participants respond to this survey.

<sup>57</sup> Burt, M. R. (1980). Cultural myths and supports for rape. *Journal of Personality and Social Psychology*, 38, pp. 229.

Simultaneously, rape myths serve to both blame survivors for the fact that someone raped them, and absolve perpetrators of culpability. A few common rape myths are the ideas that only “certain kinds of women” get raped and that many women lie about being rape. The idea that rape only happens to “certain kinds of women” makes it seem as though one can avoid being raped simply by behaving the “right” way. This completely shifts the responsibility of rape from the perpetrator onto the victim, and creates a false sense of security for people who view themselves as different from the “typical” rape victim. And the idea that many women lie about experiencing sexual violence makes it seem as though this problem is not as bad as some people are making it out to be—again creating a false sense of security. These myths are able to have such long lasting cultural influence because, although they are almost always untrue and never justify an instance of sexual violence, any individual instance of sexual violence can conform to some of the ideas presented in rape myths. For instance, sometimes women dressed in scantily clad outfits are raped, and in these instances their outfits are focused on and scrutinized, rather than the crime that has occurred. In addition, sometimes women do lie about being raped, however, these instances are overemphasized and over-exaggerated, which makes it seem as though this happens far more often than it does in reality.<sup>58</sup>

The original 45-item IRMA was developed by researchers Diana L. Payne, Kimberly A. Lonsway, and Louise F. Fitzgerald in their pursuit to understand the

---

<sup>58</sup> When reviewing research about false reporting rates for sexual violence, studies show that the false reporting rate is between 2-10%. However, it is very likely that this rate, which is already very low, is actually inflated. This inflation is due to inconsistent legal protocols and inconsistent definitions and understandings of sexual violence. *False Reporting: Overview*. National Sexual Violence Resource Center (NSVRC), 2012, [www.nsvrc.org/sites/default/files/Publications\\_NSVRC\\_Overview\\_False-Reporting.pdf](http://www.nsvrc.org/sites/default/files/Publications_NSVRC_Overview_False-Reporting.pdf).

underlying structure of rape myths. They conducted six separate studies to ensure that they comprehensively understood the underlying structure and societal function of rape myths. Their first study had 604 participants who rated the degree to which they “accepted” 95 different rape myth items. The second study reproduced this methodology with a different sample of participants. The third study worked to explain the beneficial psychometric properties of the IRMA. And the fourth, fifth, and sixth studies all demonstrated construct validity for this measure of rape myths.

Abolishing rape myths is critical within the context of this project, but also critical within society at large. In the U.S. criminal justice system, defense lawyers of people accused of sexual violence frequently purport the ideas that “she asked for it,” or that “she lied.” These defenses garner support from juries and judges at alarming rates because the members of these juries and the judges have grown up in a society that conditions them to believe in rape myths.

#### *The Importance of Studying Rape Myth Acceptance (RMA)*

Studies have revealed that many men indicate proclivity towards sexual violence, especially if they believe that they would not be caught or face any negative repercussions.<sup>59</sup> For example, in a 1981 study titled “Rape proclivity among males,” researcher Neil M. Malamuth “observed that 35% of the respondents in college samples indicated some likelihood of perpetrating sexual assault.”<sup>60</sup> One of the variables that various studies have shown to have a high level of influence on rape proclivity (RP) is

---

<sup>59</sup> Chiroro, Patrick, et al. "Rape myth acceptance and rape proclivity expected dominance versus expected arousal as mediators in acquaintance-rape situations." *Journal of Interpersonal Violence* 19.4 (2004): 427-428.

<sup>60</sup> Malamuth, N. M. (1981). Rape proclivity among males. *Journal of Social Issues*, 37, 138-157.

rape myth acceptance (RMA). In a 1998 study, Bohner et al. found a positive correlation between RMA and RP. Specifically, the results of this study “supports the notion that there is a causal influence of rape-related attitudes [RMA] on behavioral intentions [RP].”<sup>61</sup>

Bohner et al. determined this causal relationship by examining the results of a study with 125 male students from the University of Mannheim, in Germany, who self-reported their RP and RMA. RP was determined by the ‘Attraction Toward Sexual Aggression’ scale (ASA), and RMA was determined by a 20-item German adaptation of the RMA scale titled the ‘Vergewaltigungsmythenakzeptanz-Skala’ (VMAS). The ASA scale “assesses feelings attitudes, and behavioral intentions towards a variety of sexual ‘activities.’” Respondents were given a list of sexual acts and asked rate on a scale from 1, *not likely at all*, to 5, *very likely*, the following question: “If you could be assured that no one would know and that you could in no way be punished for engaging in the following acts how likely, if at all, would you be to commit such acts?”<sup>62</sup> Only two of the acts listed pertained to RP and were used for form an index of RP, and those were ‘raping a woman’ and ‘forcing a female to do something sexual she didn’t want to.’

Overall, RMA and RP were positively correlated,  $r(123) = 0.21, p < 0.02$ . This correlation was larger for those participants who first responded to the RMA scale,  $r(60) = 0.48, p < 0.01$ , than those who first responded to the ASA scale,  $r(61) = 0.04$ ... Thus, the results of the correlation analyses suggest that rape proclivity and anti-victim attitudes are more closely linked if these attitudes had been made salient prior to the assessment of behavioral tendencies, rather than vice-versa.<sup>63</sup>

---

<sup>61</sup> Malamuth, N. M. (1981). Rape proclivity among males. *Journal of Social Issues*, 37, 266.

<sup>62</sup> Ibid, 260.

<sup>63</sup> Ibid, 261-262.



The aforementioned study demonstrates that not only do RP and RMA correlate, but also that a causal relationship exists between RMA and RP.

In the study “Rape Myth Acceptance and Rape Proclivity: Expected Dominance Versus Expected Arousal as Mediators in Acquaintance-Rape Situations” researchers Patrick Chiroro, Gerd Bohner, G. Tendayi Viki, and Christopher I. Jarvis found results that “suggest that anticipated enjoyment of sexual dominance mediates the relationship between RMA and RP, whereas anticipated sexual arousal does not.”<sup>64</sup> This confirms the feminist argument that, in the context of broader society, rape functions to exert power and control over women and people who are feminized.

#### *How Rape Myth Acceptance is Addressed in the Bystander Intervention Focused Script*

The causal relationship between RMA and RP is specifically why rape myths were selected as a variable that this study intended to impact. The portion of the workshop in which participants had the opportunity to intervene as bystanders in problematic scenes acted out by SWAT members aimed to decrease the likelihood that fraternity men who participated in this study would accept rape myths. The goal of each one of the three scenes that were performed was to address different rape myths that are common on college campuses, and in society at large.

The first bystander intervention scene, which is titled “Car Catcall Scene” takes place inside of a car in which three friends are riding together. One of the friends in the car sees a group of girls walking down the street and decides to verbally harass them out of the car window. This character feels entitled to comment on their bodies and entitled

---

<sup>64</sup> Chiroro, Patrick, et al. "Rape myth acceptance and rape proclivity expected dominance versus expected arousal as mediators in acquaintance-rape situations." *Journal of Interpersonal Violence* 19.4 (2004): 436.

to have their attention, and while the other characters are uncomfortable with this behavior they do nothing to intervene. This scene points out the myth that women are not autonomous, but rather the property of men. This perpetuates the idea that men are entitled to, and should be able to sexualize women, simply because of the clothes the women are wearing, or even just because they are out in public.

The second bystander intervention scene, which is titled “Victim Blaming Scene” details a scenario in which a group of friends are gossiping a sexual assault and discrediting the survivor. Specifically, they purport the idea that many girls lie about being sexually assaulted and that these lies are used to ruin men’s lives. And the third bystander intervention scene, which is titled “Lack of Empathy” takes place amongst a group of friends who are about to go out partying for the night. One of the friends appears to be uncomfortable, and when prompted tells the other two that she has recently been feeling triggered by sexual assault accusations that she has seen in the news. One of the other’s states that she shouldn’t be as upset about it as she appears to be because most likely not all the accusations are true. Again, this perpetuates the idea that people frequently lie about sexual assault. Through this pedagogical format, fraternity members have a chance to both see the problematic and false nature of rape myths, as well as call them out.

### **Statistical Analyses**

In terms of the data from each of the fraternities for the CMNI—46, first the means, standard deviations (STDEV), and the standard error of the means (SEM) will be gathered for the pre and post-surveys. This will be conducted on the data for the entire pre and post surveys, and it will not consider the individual data for each of the

nine CMNI—46 subscales. Then, for each fraternity, a paired, two sample, one tailed t-test will be applied to the pre and post survey data for each of the nine CMNI—46 subscales. This test will calculate whether the changes between the pre and post survey values, for each of the individual subscales, are statistically significant. The alpha value to determine statistical significance is set to  $p < 0.05$ .

The same statistical analyses will be applied to the pre and post survey Updated IRMAs for each of the fraternities. The means, STDEVs, SEMs will be gathered for each fraternity from the entirety of the pre and post surveys, disregarding the four subscales. Then, for each of the fraternities, a paired, two sample, one tailed t-test will be applied to the pre and post survey data for each of the four Updated IRMA subscales. The alpha value to determine statistical significance is set to  $p < 0.05$ .

## CHAPTER 4: RESULTS

### Phi Kappa Psi Data (n=22)

Table 3: Phi Kappa Psi T-test p values for each CMNI-46 subscale

Subscale	T-Test p value
Heterosexual Self Presentation	0.000123931
Emotional Control	0.000541742
Power Over Women	0.000945962
Self-Reliance	2.28344E-05
Violence	0.001765588
Primacy of Work	0.03953079
Playboy	0.00538265
Risk Taking	0.000172293
Winning	8.2565E-08
Aggregated Subscales	4.40102E-24

Table 2 Caption: A paired, two sample, one tailed t-test was applied to the data from each of the subscales to evaluate the change that took place between the pre and post-surveys. Here are the p-values for each of the subscales. The alpha value was set to  $p < 0.05$ , so the results for every one of the CMNI-46 subscales for Phi Kappa Psi show that statistically significant change occurred. In addition, for a significant amount of change occurred between the pre and post-survey CMNI-46 for the all of the data for Phi Kappa Psi, aggregating the subscales.

Table 3: Phi Kappa Psi (Pre and Post Survey) Mean Scores, STDEVs, and SEMs for the CMNI-46

	Phi Kappa Psi Mean Score	STDEV	SEM
Pre Survey	2.473320158	0.80691843	0.172035587
Post Survey	2.185770751	0.731565466	0.155970281

Table 3 Caption: The Phi Kappa Psi mean scores, STDEVs, and SEMs for the pre surveys and post surveys. These were determined from the data from the entire fraternity's CMNI-46 scores, aggregating the individual scores for the nine subscales.

Figure 1: Phi Kappa Psi Change in Mean Scores for CMNI-46 Bar Graph

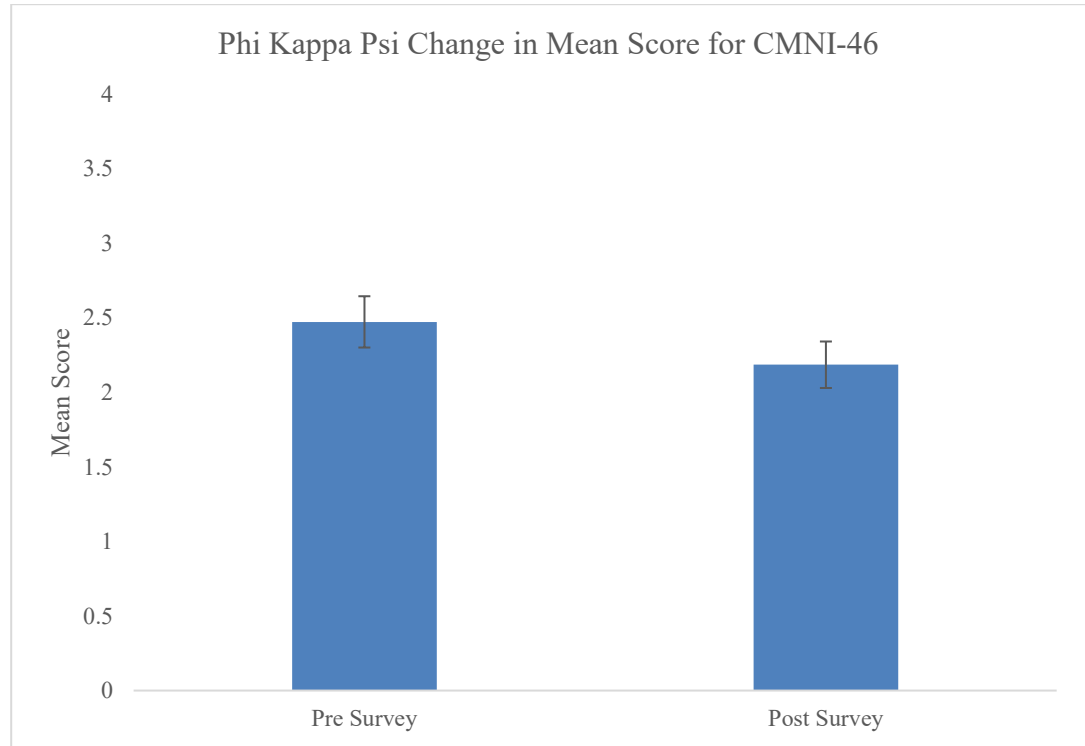


Figure 1 Caption: The blue bars of this graph depict the change in mean scores between the pre and post surveys for the Phi Kappa Psi CMNI-46. The smaller grey lines on each of the bars depict the SEMs for each of the respective data sets.

Table 4: Phi Kappa Psi T-test p values for each Updated IRMA subscale

Subscale	T-test p value
She asked for it	6.07742E-08
He didn't mean to	1.68705E-09
It wasn't really rape	0.002971782
She lied	1.70636E-10
Aggregated Subscales	5.70726E-25

Table 4 Caption: A paired, two sample, one tailed t-test was applied to the data from each of the subscales to evaluate the change that took place between the pre and post-surveys. Here are the p-values for each of the subscales. The alpha value was set to  $p < 0.05$ , so the results for every one of the Updated IRMA subscales for Phi Kappa Psi show that statistically significant change occurred. In addition, for a significant amount of change occurred between the pre-survey and post-survey Updated IRMA for the all of the data for Phi Kappa Psi, aggregating the four subscales.

Table 5: Phi Kappa Psi (Pre and Post Survey) Mean Scores, STDEVs, and SEMs for the Updated IRMA

	Phi Kappa Psi Mean Score	STDEV	SEM
Pre Survey	4.270661157	1.02912392	0.219409957
Post Survey	4.75	0.547438984	0.116714384

Table 5 Caption: The Phi Kappa Psi mean scores, STDEVs, and SEMs for the pre surveys and post surveys. These were determined from the data from the entire fraternity's Updated IRMA scores, aggregating the individual scores for the four subscales.

Figure 2: Phi Kappa Psi Change in Mean Score Updated IRMA Bar Graph

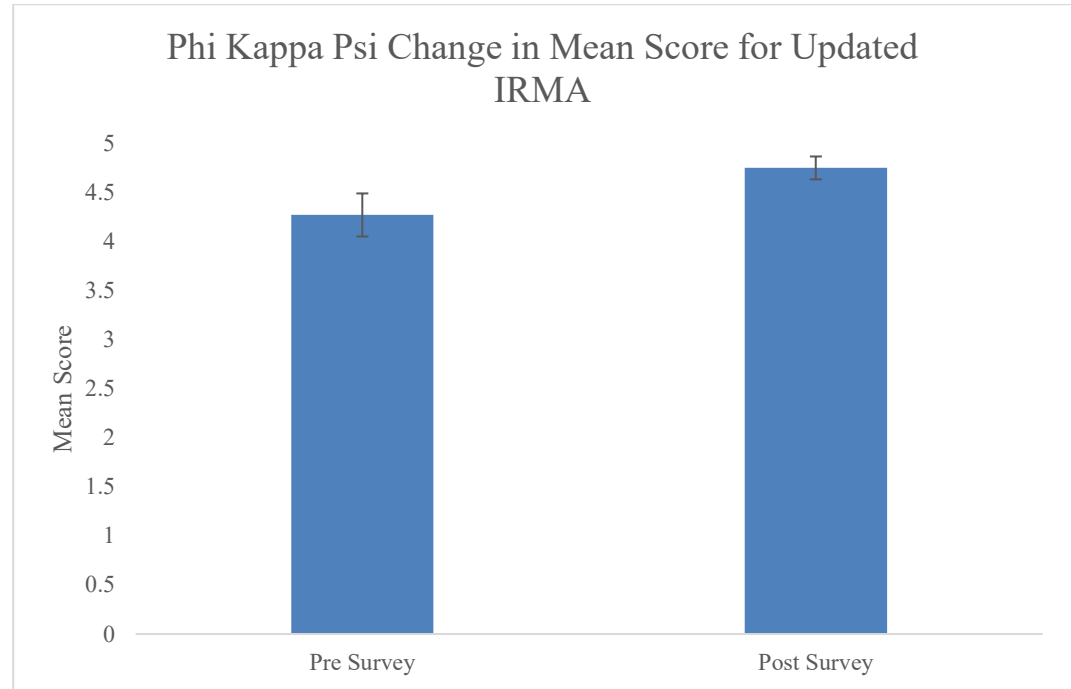


Figure 2 Caption: The blue bars of this graph depict the change in mean scores between the pre and post surveys for the Phi Kappa Psi Updated IRMA. The smaller grey lines on each of the bars depict the SEMs for each of the respective data sets.

### Delta Upsilon Data (n=5)

Table 6: Delta Upsilon T-test p values for each CMNI-46 subscale

Subscale	T-Test p value
Heterosexual Self Presentation	0.162790994
Emotional Control	0.105657077
Power Over Women	0.021043143
Self-Reliance	0.008765045
Violence	0.115655005
Primacy of Work	0.03953079
Playboy	0.041406921
Risk Taking	0.393911265
Winning	0.002298834

Aggregated Subscales	5.33668E-07
----------------------	-------------

Table 6 Caption: A paired, two sample, one tailed t-test was applied to the data from each of the subscales to evaluate the change that took place between the pre and post-surveys. Here are the p-values for each of the subscales. The alpha value was set to  $p < 0.05$ , so the results for every one of the CMNI-46 subscales for Delta Upsilon show that statistically significant change occurred for the subscales: “Power over Women,” “Self-Reliance,” “Primacy of Work,” “Playboy,” and “Winning.” In addition, for a significant amount of change occurred between the pre and post-survey CMNI-46 for the all of the data for Delta Upsilon, aggregating the subscales.

Table 7: Delta Upsilon (Pre and Post Survey) Mean Scores, STDEVs, and SEMs for the CMNI-46

	Delta Upsilon Mean Score	STDEV	SEM
Pre Survey	2.086956522	0.777019469	0.165661107
Post Survey	1.891304348	0.687640764	0.146605503

Table 7 Caption: The Delta Upsilon mean scores, STDEVs, and SEMs for the pre surveys and post surveys. These were determined from the data from the entire fraternity’s CMNI-46 scores, aggregating the individual scores for the nine subscales.



Figure 3: Delta Upsilon Change in Mean Scores for CMNI-46 Bar Graph

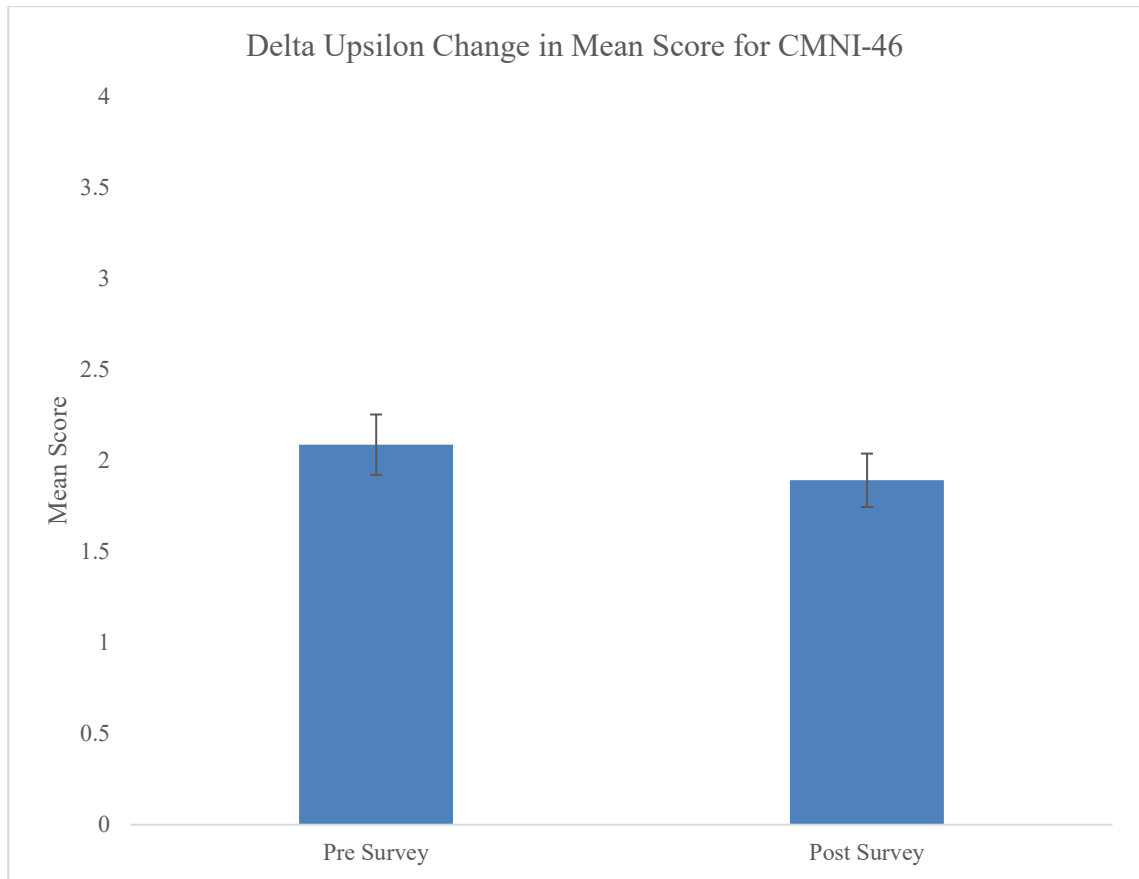


Figure 3 Caption: The blue bars of this graph depict the change in mean scores between the pre and post surveys for the Delta Upsilon CMNI-46. The smaller grey lines on each of the bars depict the SEMs for each of the respective data sets.

Table 8: Delta Upsilon T-test p values for each Updated IRMA subscale

Subscale	T-test p value
She asked for it	0.021698709
He didn't mean to	0.000275927
It wasn't really rape	0.080745951
She lied	0.245373514
Aggregated Subscales	2.64006E-05

Table 8 Caption: A paired, two sample, one tailed t-test was applied to the data from each of the subscales to evaluate the change that took place between the pre and post-surveys. Here are the p-values for each of the subscales. The alpha value was set to  $p < 0.05$ , so the results for the subscales “she asked for it” and “he didn’t mean to” of the Updated IRMA subscales for Delta Upsilon show that statistically significant change occurred. The results for the subscales “it wasn’t really rape” and “she lied” show that statistically significant change did not occur. In addition, for a significant amount of change occurred between the pre and post-survey Updated IRMA for the all of the data for Phi Kappa Psi, aggregating the four subscales.

Table 9: Delta Upsilon (Pre and Post Survey) Mean Scores, STDEVs, and SEMs for the Updated IRMA

	Delta Upsilon Mean Score	STDEV	SEM
Pre Survey	4.381818182	1.066433808	0.476923698
Post Survey	4.718181818	0.637250663	0.28498716

Table 9 Caption: The Delta Upsilon mean scores, STDEVs, and SEMs for the pre surveys and post surveys. These were determined from the data from the entire fraternity’s Updated IRMA scores, aggregating the individual scores for the nine subscales.

Figure 4: Delta Upsilon Change in Mean Score Updated IRMA Bar Graph

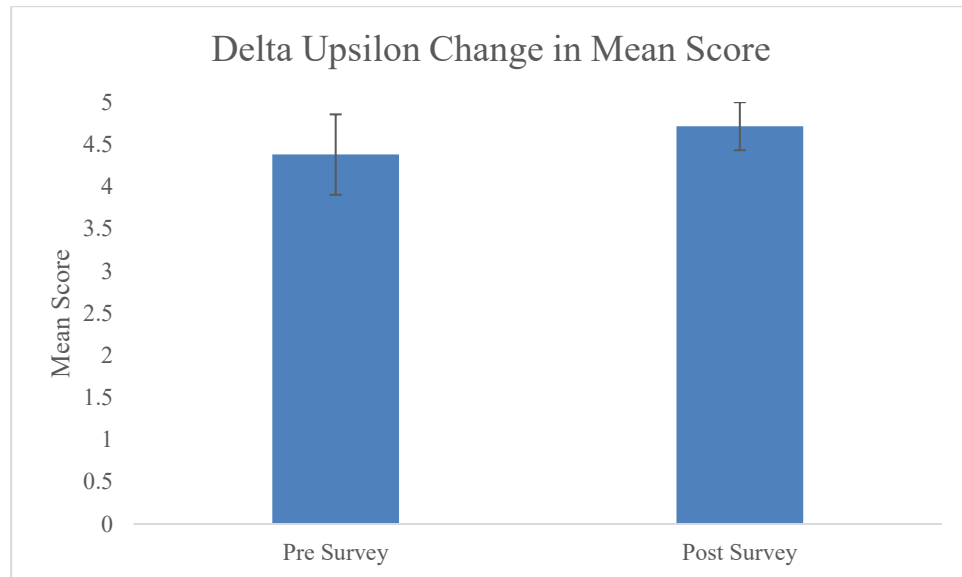


Figure 4 Caption: The blue bars of this graph depict the change in mean scores between the pre and post surveys for the Delta Upsilon Updated IRMA. The smaller grey lines on each of the bars depict the SEMs for each of the data sets.

## Alpha Sigma Phi Data (n=12)

Table 10: Alpha Sigma Phi T-test p values for each CMNI-46 subscale

Subscale	T-Test p
Heterosexual Self-Presentation	0.162790994
Emotional Control	0.007355224
Power Over Women	9.3151E-05
Self-Reliance	0.031207983
Violence	0.007048945
Primacy of Work	7.28476E-05
Playboy	0.01993877
Risk Taking	0.000346191
Winning	5.06829E-05
Aggregated Subscales	1.72384E-17

Table 10 Caption: A paired, two sample, one tailed t-test was applied to the data from each of the subscales to evaluate the change that took place between the pre and post-surveys. Here are the p-values for each of the subscales. The alpha value was set to  $p < 0.05$ , so the results for almost all of the CMNI-46 subscales for Alpha Sigma Phi show that statistically significant change occurred. The only subscale that did not show statistically significant change was “heterosexual self-presentation.” In addition, for a significant amount of change occurred between the pre and post-survey CMNI-46 for the all of the data for Alpha Sigma Phi, aggregating the subscales.

Table 11: Alpha Sigma Phi (Pre and Post Survey) Mean Scores, STDEVs, and SEMs for the CMNI-46

	Mean	STDEV	SEM
Pre Survey	2.278985507	0.811706803	0.173056472
Post Survey	2.027173913	0.71868047	0.153223191

Table 11 Caption: The Phi Kappa Psi mean scores, STDEVs, and SEMs for the pre surveys and post surveys. These were determined from the data from the entire fraternity’s CMNI-46 scores, aggregating the individual scores for the nine subscales.

Figure 5: Alpha Sigma Phi Change in Mean Scores for CMNI-46 Bar Graph

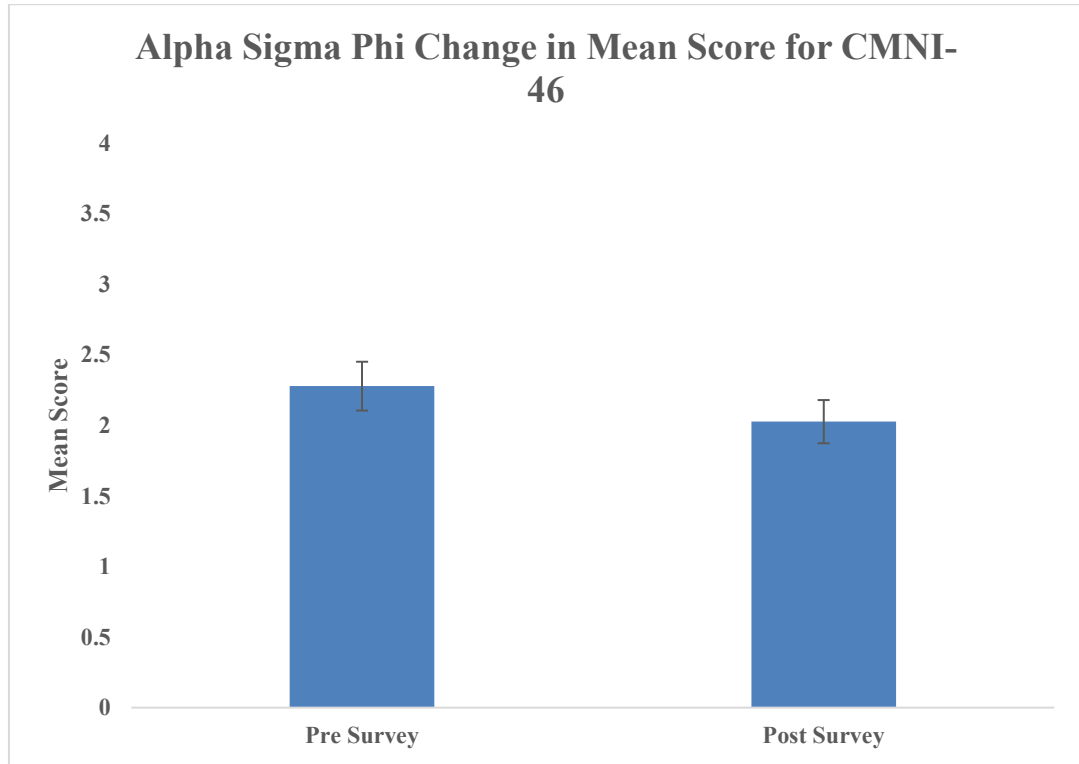


Figure 5 Caption: The blue bars of this graph depict the change in mean scores between the pre and post surveys for the Alpha Sigma Phi CMNI-46. The smaller grey lines on each of the bars depict the SEMs for each of the respective data sets.

Table 12: Alpha Sigma Phi T-test p values for each Updated IRMA subscale

Category	T-test p value
She asked for it	5.25958E-06
He didn't mean to	1.83417E-09
It wasn't really rape	0.066415082
She lied	6.39259E-06
Aggregated Subscales	3.10045E-17

Table 12 Caption: A paired, two sample, one tailed t-test was applied to the data from each of the subscales to evaluate the change that took place between the pre and post-surveys. Here are the p-values for each of the subscales. The alpha value was set to  $p < 0.05$ , so the results for all of the Updated IRMA subscales for Alpha Sigma Phi, except for "it wasn't really rape," show that statistically significant change occurred. In addition, for a significant amount of change occurred between the pre and post-survey Updated IRMA for the all of the data for Alpha Sigma Phi, aggregating the four subscales.

Table 13: Alpha Sigma Phi (Pre and Post Survey) Mean Scores, STDEVs, and SEMs for the Updated IRMA

	Alpha Sigma Phi Mean Score	STDEV	SEM
Pre Survey	4.231060606	1.033480043	0.202682112
Post Survey	4.670454545	0.586053195	0.114934488

Table 13 Caption: Alpha Sigma Phi mean scores, STDEVs, and SEMs for the pre surveys and post surveys. These were determined from the data from the entire fraternity's Updated IRMA scores, aggregating the individual scores for the four subscales.

Figure 6: Alpha Sigma Phi Change in Mean Score Updated IRMA Bar Graph

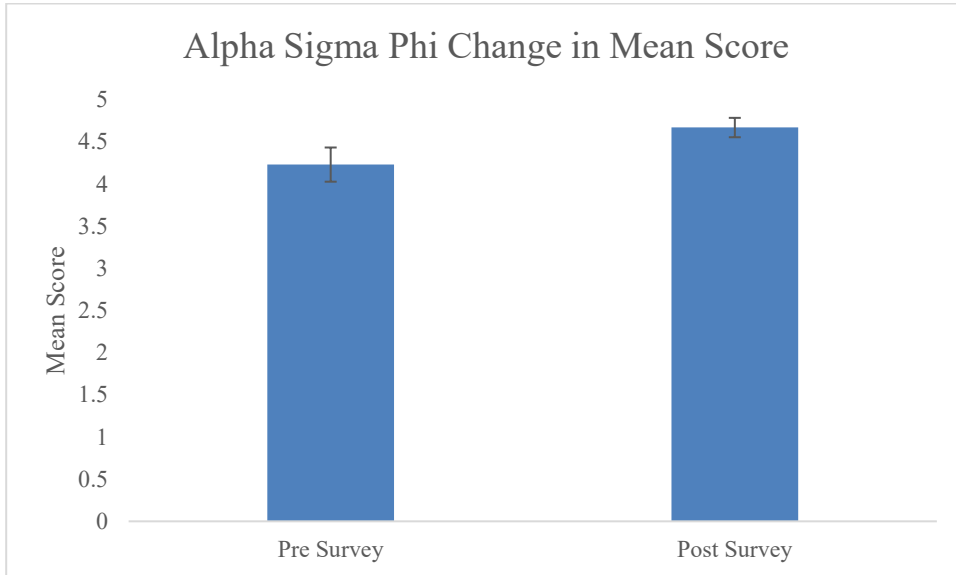


Figure 6 Caption: The blue bars of this graph depict the change in mean scores between the pre and post surveys for the Alpha Sigma Phi Updated IRMA. The smaller grey lines on each of the bars depict the SEMs for each of the respective data sets.

## CHAPTER 5: DISCUSSION

The first workshop that SWAT presented, which was for Phi Kappa Psi ( $n=22$ ), yielded statistically significant results in all nine of the CMNI-46 subscales. The paired, two sample, one tailed T-tests that were conducted on each subscale all resulted in p values that were less than 0.05. Overall for Phi Kappa Psi, the pre-survey CMNI-46 responses, compared to the post-survey responses, aggregating the individual subscales, show statistically significant results with a p value of  $4.40102E-24$ . And overall the mean CMNI-46 score for Phi Kappa Psi shifted from 2.473320158 on the pre-survey to 2.185770751 on the post-survey. Based on the way that the CMNI-46 scoring was standardized for this study, a lower score indicates less conformity to masculine norms, whereas a higher score indicates more conformity.

For the second workshop, the one for Delta Upsilon ( $n=5$ ), the results by subscale were not as uniformly successful as the results for Phi Kappa Psi. The subscales “power over women,” “self-reliance,” “primacy of work,” “playboy,” and “winning” all resulted in p values that were less than 0.05. However, the subscales “heterosexual self-presentation,” “emotional control,” “violence,” “and “risk taking” did not result in statistically significant p values. This difference in statistical significance by subscale may have been driven by the fact that there were relatively few fraternity participants at this workshop ( $n=5$ ). For this reason, the SWAT members presenting the workshop focused more intensely on topics that they could tell the workshop participants were specifically interested in learning. This resulted in a workshop that was far more tailored to certain ones of the CMNI-46 subscales, and failed to address every one of the subscales in as much depth.

During the “Gender Role Box” portion of the Delta Upsilon workshop, the SWAT presenters specifically engaged in a conversation with the workshop participants about the societal tendency for men to have power over women, which could be why the subscale “power over women” changed in a statistically significant manner. This particular conversation also included a lengthy discussion about the pressures that are placed on men to be “playboys” and be socially rewarded for having many sexual partners. And “playboy” was another subscale that resulted in statistically significant results for Delta Upsilon. In addition, for Delta Upsilon, there was one workshop participant who was focused on the societal messages men receive regarding the intersections of the subscales “self-reliance,” “primacy of work,” and “winning.” This workshop participant revealed that some of the most personally damaging messages he received while growing up were centered around these subscales. Given this information, the SWAT presenters dedicated more time to discussing these ideas and did not have as in depth of conversation about the subscales that did not result in statistically significant change. Overall for Delta Upsilon, the pre-survey CMNI-46 responses, compared to the post-survey responses, aggregating the individual subscales show statistically significant results, with a p value of 5.33668E-07. And overall the mean score shifted from 2.086956522 on the pre-survey to 1.891304348 on the post survey.

For the third workshop, for Alpha Sigma Phi (n=12), the only subscale that did not result in statistically significant change was “heterosexual self-presentation.” This subscale may have been the only one not to change because the conversations that took place regarding this subscale were not particularly in depth for the Alpha Sigma Phi



workshop. In addition, it is possible that “heterosexual self-presentation” is a masculine gender role norm that is highly valued within Alpha Sigma Phi, making it so a 75-minute workshop intervention did not have an impact on the way that they think about this topic. Overall for Alpha Sigma Phi, the pre-survey CMNI-46 responses, compared to the post-survey responses, aggregating the individual subscales, show statistically significant results with a p value of  $1.72384E-17$ . And overall the mean score shifted from 2.278985507 on the pre-survey to 2.027173913 on the post-survey. Due to the fact that the majority, 22 out of the available 27, of the subscales for each of the three fraternities resulted in statistically significant change it is legitimate to conclude that, regarding conformity to masculine norms, the workshop was a success. It is also legitimate to make this conclusion based on the fact that statistically significant change occurred for all of the fraternity totals for the CMNI-46, disregarding the nine individual subscales.

The workshop for Phi Kappa Psi ( $n=22$ ) yielded statistically significant results for all four of the Updated IRMA subscales. The paired, two sample, one tailed T-tests that were conducted for each subscale all resulted in p values that were less than 0.05. Overall for Phi Kappa Psi, the pre-survey Updated IRMA, compared to the post-survey responses, aggregating the individual subscales, show statistically significant results with a p value of  $5.70726E-25$ . And overall the mean Updated IRMA score for Phi Kappa Psi shifted from 4.270661157 on the pre-survey to 4.75 on the post-survey. For the Updated IRMA, a higher score indicates less RMA, whereas a lower score indicates more RMA.

The Delta Upsilon workshop (n=5) resulted in statistically significant change for the subscales “she asked for it” and “he didn’t mean to.” However, the p values for the subscales “it wasn’t really rape” and “she lied” did not demonstrate statistically significant change. Similarly to the results for the CMNI-46 for Delta Upsilon, this difference in statistical significance by subscale might have been because of the low sample size. During the bystander intervention portion of the workshop there were fewer participants in the room to demonstrate a variety of ways to intervene against different rape myths. Overall for Delta Upsilon, the pre-survey Updated IRMA responses, compared to the post-survey responses, aggregating the individual subscales show statistically significant results, with a p value of 2.64006E-05. And overall the mean score shifted from 4.381818182 on the pre-survey to 4.718181818 on the post-survey.

For the Alpha Sigma Phi workshop (n=12), the only Updated IRMA subscale that did not result in statistically significant change was “it wasn’t really rape.” During the bystander intervention portion of the workshop no participant intervened in a manner that addressed this subscale. Overall for Alpha Sigma Phi, the pre-survey Updated IRMA responses, compared to the post-survey responses, aggregating the individual subscales, show statistically significant results with a p value of 3.10045E-17. And overall the mean score shifted from 4.231060606 on the pre-survey to 4.670454545 on the post survey. Due to the fact that the majority, nine out of the available 12, of the subscales for each of the three fraternities resulted in statistically significant change it is legitimate to conclude that, regarding RMA, the workshop was a success. It is also legitimate to make this conclusion based on the fact that statistically

significant change occurred for all of the fraternity totals for the Updated IRMA, disregarding the nine individual subscales. In conclusion, both of the hypotheses for this project were proven correct. After fraternity men participated in the workshop their post-survey responses for the CMNI-46 adhered less strongly to the masculine role norms within the U.S. than their pre-survey responses. And after workshop participation, the fraternity men's post-survey responses for the Updated IRMA, compared to their pre-survey responses, indicated that they less strongly adhered to rape myths. Because both hypotheses were proven correct, the workshop featured in this study is considered a successful intervention.

## **CHAPTER 6: LIMITATIONS**

One of the major limitations of this project was the small sample sizes from each of the fraternities. These small sample sizes were exacerbated due to the fact that the pre and post-surveys were collected on paper. Due to human error, many research participants incorrectly filled out the surveys by selecting multiple answers for one item or by completely leaving certain items blank. These surveys had to be discarded, otherwise the principal investigator would have had to make a biased judgement call about the participants' intended answer. It is likely that this human error could have been significantly reduced if the surveys had been filled out electronically. Another limitation of the surveys was that participants completed them on a self-report basis. It is impossible to know whether every workshop participant provided answers that were actually true to their feelings, and it is impossible to know whether every workshop participant took the workshop seriously.

Another limitation of this study was the time-frame in which the surveys were administered. It would have been more exemplary of an intervention with long-lasting effects if the post-survey was filled out a significant amount of time after the workshop. Potentially, with the current workshop framework, the results on the post-surveys could have been because workshop participants were regurgitating information they learned during the workshop, rather than truly demonstrating that they internalized the messages. It would be beneficial for future research to replicate this study with electronic surveys and with follow-up surveys administered a significant amount of time after the workshop.

In addition, this study does not gather demographic information about any of the workshop participants. Further information such as race, ethnicity, sexual orientation, gender identity, and age could have helped the research to be more informative. All of these demographic factors can have an impact on the way that one is expected to, and in actuality does, enact their own masculinity.

## Appendix I: Original SWAT Script

This is the script for the SWAT workshop that all study participants will have seen prior to being a part of the workshop that I wrote. Overlap is present between the workshop written by the principal investigator this one because the goal of the supplemental workshop is to build upon the skills that study participants already have. This presentation has a more general focus sexual violence and healthy sexuality, whereas the supplemental workshop has a focus on the gender dynamics of sexual violence and bystander intervention. The principal investigator was a contributor to the Original SWAT script, along with fellow SWAT peer educators.

### Intro I

Goal:	<ul style="list-style-type: none"><li>• Participants begin to identify with peer educators and develop interest in the topic of sexual violence</li></ul>
Learning Objective:	<ul style="list-style-type: none"><li>• Participants identify that sexual violence is an important issue for students on campus</li><li>• Participants begin to personally relate to the topic of sexual violence</li></ul>

Hi! We are SWAT, the Sexual Wellness Advocacy Team. We're a group of students here at the University of Oregon that uses theater and other interactive activities to start discussions about sexual assault, dating violence and healthy sexuality. Before we get started, we're going to introduce ourselves so you know a little bit more about who we are and what SWAT is all about.

*Everyone says:*

- *Name, Pronouns*
- *Major*
- *Why they joined SWAT*

Now that you know a little bit about us, there are three things that we want you to know about SWAT:

**1. We aren't here to lecture at you; we want to have a conversation with you.** This workshop is going to rely heavily on your input and participation. We actually want to hear what you think, so please share your thoughts and ideas with us.

2. **SWAT is sex positive.** This means that we value all kinds of relationships – whether that means you and a partner, you and multiple partners, abstinence, or self-love—as long as they are healthy and consensual, which means they are positive and respectful.

3. **Lastly, SWAT is survivor centered.** This means that we choose to believe the stories of survivors of sexual assault and dating violence. All too often in our society, people blame survivors for their assault or assume they are lying. However, the false reporting rate for rape is only between 2-10%, which is the same as any other violent crime. Just before we move forward, we also want to make a note about our use of the term “survivors.” We want to make it clear that however a person chooses to define their own experience is valid.

## Intro II

Goal	<ul style="list-style-type: none"><li>• Continuing the creation of a safe space for the workshop by setting ground rules</li><li>• Create a safe and respectful environment that is congruent with SWAT’s values</li></ul>
Learning Objective	<ul style="list-style-type: none"><li>• Participants will be able to identify three values of SWAT, 1. SWAT talks with you, not at you, 2. SWAT is sex positive, 3. SWAT is survivor centered</li><li>• Participants feel invited to talk about difficult issues some people. We want to emphasize self-care and encourage you to check in with yourself</li><li>• Participant can define options for self-care</li></ul>

Sexual assault and relationship violence affects all of us, and anyone can be a survivor. Because all of us probably know a survivor, whether we are aware of it or not, this is a really relevant topic that we all need to be talking about. So, as you participate, please feel free to share your experiences and make comments, but also please keep in mind that there may be survivors of sexual violence in this room. We want to hear your honest opinions, but we ask that you be considerate of others while expressing them.

With that being said, the topics that we will be covering today can be emotionally intense so we want to encourage you all to practice self-care. Self-care is exactly what it sounds like: taking care of yourself emotionally, physically, or mentally. If you need to step out of the room for a moment, please feel free to do so. Our support volunteer (*insert name of support volunteer from Sexual Assault Support Services*) is sitting in the back of the room and they are available to talk at any time during or after the presentation. You can also always call the confidential SAFE hotline to speak to a counselor, which is **541-346-SAFE**.

## “Sexperience”

Goal:	<ul style="list-style-type: none"><li>• Participants will understand some of the emotions a survivor of sexual assault or dating violence might go through when they share their experience.</li></ul>
Learning Objective:	<ul style="list-style-type: none"><li>• Participants will be able to identify reasons it may be hard for a survivor to report the abuse</li><li>• Participants will develop a sense of empathy for survivors of sexual assault who disclose their experience</li></ul>

We are going to begin our workshop today with an interactive activity. I’d like to invite you all to close your eyes if you are able, or find a spot in the room to zone out/zone in on during this exercise. Think back to a positive sexual experience. If you practice abstinence or aren’t sexually active right now, think of a positive intimate personal experience – whatever that might mean for you. I want you to delve into all the little details of that experience...

- Where were you?  
(pause)
- How did it feel?  
(pause)
- What did it look like?  
(pause)
- What did it smell like?  
(pause)
- What did it taste like?  
(pause)
- What were you wearing? ...Or not wearing?

Go ahead and let all of those intimate details sink in.

*Pause.*

Alright, now open your eyes. I want you to turn to the person next to you, and tell them all about it.

*Pause.*

Stop! Just kidding! You don’t actually have to do that, but what did it feel like when I asked you to share that?

*Use their language to describe how they felt. If someone says that they were totally comfortable sharing with the person next to them, you can tell them that’s great that they feel so comfortable with their peers.*

Why do you think I asked you to do this activity?



*Audience may throw out different answers here, such as ‘because sex isn’t talked about a lot’ or ‘you wanted to break the ice.’ You can just repeat their answer and then ask, ‘anyone else?’ Sometimes an audience member will say the answer we are looking for, which is ‘to think about how hard it might be for a survivor to talk about their assault.’*

So, it sounds like this experience was pretty difficult, awkward, or uncomfortable (**use their language**) for you, and I asked you to talk about a **positive** sexual experience. Now, imagine if that had been a negative sexual experience, or if it hadn’t been consensual. And imagine the person sitting next to you wasn’t your friend, sorority sister/fraternity brother, teammate, or peer, but they were your parent, professor, or a police officer. We do this activity to create a sense of empathy for survivors of sexual assault and dating violence and try to understand some of the emotions they might be feeling if they choose to share their experience. We hope that you all will keep this sense of empathy with you as we continue through the workshop and throughout your time at the university.

### Definition of Consent

Goal:	<ul style="list-style-type: none"> <li>• Participants will understand consent is necessary and communication helps lead to better sexual interactions</li> </ul>
<u>Learning Objective:</u>	<ul style="list-style-type: none"> <li>• Participants will be able to talk to their peers regarding their ideas about consent</li> <li>• Participants will be able to define consent</li> <li>• Participants will be able to identify ways to use consent and communication in everyday life and in sexual situations</li> </ul>

**Consent 1:** Before we go any further, we would like to share with you SWAT’s definition of consent so we are all on the same page as we talk about it throughout the workshop. SWAT defines consent as, “a yes that is freely given when the option of no is both present and viable.” That’s a bit of a mouthful, so I’ll repeat it. Consent is “a yes that is freely given when the option of no is both present and viable.” This also means that consent is a step-by-step process and can be revoked at any point in time.

**Consent 2:** I don’t know about you, but I personally have never read the Student Conduct Code cover-to-cover – but, there is one part of it that we think is important to know. The UO has an “explicit consent” policy, which means in order to have consent you need, “an affirmative verbal response or voluntary acts unmistakable in their meaning.” This means that it’s not sufficient to just think that your partner is into it. You have to know for sure.

**Consent 1:** You might be wondering what “voluntary acts unmistakable in their meaning” even means. So, to break it down, let’s observe a hug. Show of hands, who here has ever experienced an awkward hug? They’re the worst, right?

**Consent 2:** They usually go something like this, “Oh my gosh, \_\_\_\_! (2 hugs 1, 1 does not engage hug). Pretty awkward, right? I was consenting to this hug, by initiating the hug. But, did you notice \_\_\_\_’s reaction? Were they consenting? How could you tell? *(Take a few callouts from the audience)* It is actually the responsibility of the initiator to make sure that the person they are engaging is also consenting. And if they are not it is your responsibility to stop.

**Consent 1:** On the other hand, show of hands: how many of you would way rather hug someone who wants to hug you back? *(Most people will raise their hand - hopefully!)* Right!? Let’s see a hug that is pleasurable for all parties.

**Consent 2:** Hi!!!

**Consent 1:** Oh, hey great to see you!

**Consent 2:** Can I have a hug?

**Consent 1:** Sure!

**Consent 1:** That felt a lot better, right? So clearly, we are using a hug as a metaphor for sex. While consent is important when you are hugging, it is an example for how we can change the culture around all forms of intimacy.

**Consent 2:** Go past the bare minimum when it comes to negotiating consent with your partner; verbal, enthusiastic, clear consent is the only way to ensure that both you and your partner are actively and positively engaged in what’s going on. Consent is really important in all aspects of your life, not just in sexual relationships. If you are not sexually active you can still benefit from learning about consent, negotiation, and healthy communication. Explicit consent is what leads to great hugs and, just as importantly, great sex.

### **Introduction to Healthy Sexuality- Baseball/Pizza**

Goal:	<ul style="list-style-type: none"> <li>• Participants will understand why consent is necessary for healthy sexual relationships</li> </ul>
Learning Objective:	<ul style="list-style-type: none"> <li>• Participants will be able to identify the benefits of communication and consent</li> <li>• Participants can conceptualize the meaning of consent in sexual relationships as well as daily life</li> <li>• Participants understand that they have the power to give consent over their bodies and that the choice is solely their own</li> </ul>

**Facilitator -**

So now that we've defined consent, how do we talk about it with our friends? Who here has heard the baseball metaphor for sex before? (*If needed: You know, trying to score a homerun, getting to second base, etc.*) So now, you will hear two different metaphors; One character will speak about sex as a baseball game, and the other will speak about their experience with a new metaphor, ordering a pizza. We want to show you all there is more than one way to talk about sex.

**Person A (baseball):**

I love baseball, but it's been a rough season. Even when I do get a hit, I never make it past sliding into second base, but I've been putting in some major effort and I'm feeling really good about tonight. Fingers crossed, I'll score a homerun.

**Facilitator:**

What did this person actually say? Let's bring in a translator.

*Do blocking to show that Translator speaks for Person A.*

**Translator:**

I love sex, but it's been really hard lately. Even when I do hook up with someone, I never make it further than a heavy make out session with some wandering hands. But, I've been working on this one guy/girl. I feel good about tonight - fingers crossed I'm going to get laid.

**Facilitator:**

Let's hear another example.

**Person B (pizza):**

I am so hungry and I have this intense craving for pizza. I'm going to text one of my friends who I had pizza with last week just to see if they're free. I figure it's cool if they aren't really feeling pizza tonight, really I wouldn't mind just spending some time with them.

**Facilitator:**

Translator, a little help?

**Translator:**

I'm so horny and I really want to have sex. I'm going to call my playmate/boo/bae who I hooked up with last week. It's cool if they're not feeling sex tonight, really I wouldn't mind just spending some time with them.

**Facilitator:**

Let's check back in with our first person to see how their night went. Pay special attention, because we'll ask you to translate this round.

**Person A:**

We started playing and I finally got to third base, but then things got stalled. I couldn't understand the hold up, we were right in the middle of playing. So, I decided to push for a home run but they put up a mean defense, which means I didn't score. Whatever, I am telling my teammates my batting average is higher than it is.

**Facilitator:**

Can you all help translate what this person is actually saying?

(fill in translator lines if needed) *Translator: We started hooking up and were fooling around below the belt. It wasn't going any farther and I couldn't understand why. So, I decided to try for sex, but they were resistant to my advances so we didn't end up having sex. Whatever, I'm still telling my friends we banged.*

Thanks, let's take a look back at how our other friend craving pizza is doing.

**Person B:**

I figured we'd go with the normal - meat lovers! I know I love mine with a ton of sausage but it turns out they wanted to try something different - pineapple! I was unsure if I would like it, but we talked about it and I decided I was interested in giving it a try! We started eating, and ate until we were satisfied, so we put it away to maybe finish in the morning. I'm glad I tried pineapples, it was delicious.

**Facilitator:**

Again, what is actually being said here?

(translator lines if needed) *Translator: I figured we would have sex one way but they actually wanted to do it a different way. I was hesitant at first, but I decided to give it a try. Neither of us climaxed, but we both felt satisfied and figured we could always pick it back up in the morning. I'm glad I tried something different, it was great.*

**Facilitator**

Okay, so we all just heard two different metaphors to describe sex. We're all familiar with the baseball metaphor, where it's a competition, someone's on offense and another on defense, and there's one set of rules regardless of anyone's personal preferences. Even if a base feels good, you have to keep pushing for a home run. In the end, because it's a game it's all about one person winning and one person losing.

**Person B**

Whereas, ordering pizza is about a shared, pleasurable experience. It requires communication and checking in with your partner about their wants and needs. This way we maximize the opportunity for greater pizza pleasure and focus on the satisfaction of all parties involved!

### Person A

The emphasis here is the intentions behind the ways we conceptualize sex. With baseball, the intentions are selfish, whereas ordering pizza is about creating a shared experience. Use whatever metaphor works for you, but we hope you will approach your sex life in a way that promotes a shared experience, and pleasure for all parties.

### Understanding Alcohol and Sexual Violence

Goal:	<ul style="list-style-type: none"><li>• Develop an understanding of the way alcohol and consent intersect</li></ul>
Learning Objective:	<ul style="list-style-type: none"><li>• Participants will know the Oregon State Law regarding intoxication and consent</li><li>• Participants will understand how communication changes when alcohol is involved</li></ul>

**Alcohol 1:** So, consent can be really difficult to navigate—and there are certain situations that make consent even harder to talk about. So, since we’re in college and partying can be part of our culture, we want to break down how drugs and alcohol affect the process of consent. So, who here has seen someone who has had too much to drink, either on T.V. or in the street or in the mirror? *(Everyone will likely raise their hands.)* Okay, so what are some of the signs that someone has had too much to drink? *(People will say things like slurred speech, stumbling, vomiting, being overly emotional, etc.)* *(Alcohol 1 debriefs this)*

**Alcohol 2:** So, can we all agree that someone’s speech and motor control may be a little iffy when they are under the influence? People do things and act in ways that they normally wouldn’t when they’re under the influence, so body language becomes a less reliable form of communication. This is why explicit verbal consent is so important when under the influence.

**Alcohol 1:** According to both the Student Conduct Code and Oregon State Law, nobody can give consent when mentally incapacitated. The Student Conduct Code defines incapacitation as when a person is “incapable of appraising or controlling their own conduct.” So, if someone seems like they’re not fully in control of their body, actions, or emotions, that may be a sign that they’re incapacitated and therefore unable to consent.

**Alcohol 2:** It’s also worth mentioning that about 80% of people who have committed rape acknowledge using alcohol or drugs to do so. While a lot of people hear this statistic and immediately think of “roofies,” or rohypnol, alcohol is actually the number one drug used to facilitate sexual violence. Taking advantage of someone sexually who is in a weakened position due to incapacitation is an abuse of power and it is sexual violence.

**Alcohol 1:** Show of hands; who here has seen someone pressured to drink past their limits?

Me too. It's not okay for someone to pressure you to drink alcohol when you don't want to. It's actually really concerning and is predatory behavior. So, when drinking, hold yourself and others accountable to never pressure anyone into drinking past their comfort levels.

**Alcohol 2:** And because everyone's drinking limits are different, it's really important to be consistently checking in with yourself and your partner or partners when alcohol and drugs are present. Having said all this, we aren't saying you can't have hot healthy sex while drinking...you totally can... Just make sure your partner or partners are fully aware of what's happening and are super into it.

### **Healthy vs. Unhealthy Sexuality Scenes**

Goal:	<ul style="list-style-type: none"><li>• Participants will see a scenario and understand what healthy relationships look like, and how communication plays a positive role in a sexual situation</li><li>• Participants will continue learning about communication in healthy relationship</li></ul>
Learning Objective:	<ul style="list-style-type: none"><li>• Participants will be able to identify the differences between a healthy and unhealthy relationship</li><li>• Participants will be able to recognize positive communication in sexual situations</li><li>• Participants will understand the negative impact of gender stereotypes</li></ul>

**Facilitator:** Now, we're going to look at a few quick scenes that explicitly illustrate some of the ways that healthy and unhealthy sexuality differ. We're not going to talk in depth about each of these, but as you watch try to think about which of these scenes resembles an event you've witnessed. Our first example of unhealthy sexuality is when sex is an obligation.

*Ideally representation of different kinds of couples; Mix up body language for each scene, chairs, levels.*

#### **Scene 1:**

Person 1: It's been three weeks - Is there a reason we haven't had sex lately?

Person 2: School is getting me down and stressing me out. I've been in a weird place lately, maybe feeling a little depressed.

Person 1: Well, what about me?

Person 2: I'm not trying to deny you sex... I guess I just haven't been in the mood.

Person 1: I mean if you're not going to give it up, I'll go find it elsewhere.

**Facilitator:** On the other hand, with healthy sexuality: sex is a choice.

**Scene 2:**

Person 1: Is there a reason we haven't had sex lately?

Person 2: I've been in a weird place lately... maybe feeling a little depressed.

Person 1: I'm sorry, I didn't know. I've been a little stressed out too. I guess sometimes sex is a stress reliever for me. But I don't want you to do anything you're not in the right mindset to do.

Person 2: Thanks for understanding - can we just watch a movie and cuddle?

Person 1: Sounds good. Let's do that.

**Facilitator:** With unhealthy sexuality- sex has no limits.

**Scene 3:**

Person 1: Can we talk about how you fingered my ass last night?

Person 2: Yeah, I've been wanting to try that forever. Did you like it?

Person 1: No, honestly, I didn't. I wish you'd have asked first.

Person 2: Oh, come on. I was living in the moment. Just loosen up and stop being such a prude.

**Facilitator:** On the other hand, with healthy sexuality- sex has boundaries.

**Scene 4:**

Person 2: Listen, I've been wanting to try something new for a while now... would you be down for some ass play tonight?

Person 1: Honestly, no... that just crosses my boundaries.

Person 2: Oh. No, that's cool. Is there maybe something you've been wanting to try lately?

Person 1: Um... maybe we could try 69. Would you be down for that?

Person 2: Hell, yeah!

**Facilitator:** In unhealthy sexuality- sex compromises your values.

**Scene 5:**

Person 2: Hey, so... this movie is kind of boring. Want to go upstairs and fool around?

Person 1: Yeah, I'm cool with fooling around. But I want to be up front; I don't want to take my pants off.

Person 2: Why did you have me over so late if you weren't planning on hooking up? That's what Tinder is for.

**Facilitator:** With healthy sexuality, intimacy reflects your values.

**Scene 6:**

Person 2: Hey, so... this movie is kind of boring. Want to go upstairs and fool around?

Person 1: Yeah, I'm cool with fooling around. But I want to be up front; I don't have want to take my pants off.

Person 2: I am sorry, I just assumed since we met on tinder. Do you want to go upstairs and make out?

Person 1: Yeah! Let's go upstairs!

**Facilitator:** With unhealthy sexuality, intimacy has no communication.

**Scene 7:**

Person 1: So, can we talk about why you took off the condom last night?

Person 2: Yeah, I mean... aren't you on birth control. We don't really need it.

Person 1: Yeah I am, but I mean, we haven't been tested.

Person 2: What are you trying to say? I don't have an STI, do you?

Person 1: That's not it, you just didn't check in with me.

Person 2: Why should I have to check in with you about something we don't need? You're being ridiculous.

**Facilitator:** With healthy sexuality- intimacy requires communication.

**Scene 8:**



Person 1: Hey, do you have a condom for tonight?

Person 2: Sure, but do we need one? You're on birth control, right?

Person 1: Yeah, but we haven't been tested. I'm down to not use condoms, but we should make an appointment first.

Person 2: That's a good idea. I think I'm clean, but let's be safe about this.

Person 1: I mean, it's not like I don't trust you.

Person 2: No, I didn't think that, let's make an appointment tomorrow.

**Facilitator:** These are just a few examples of how healthy and unhealthy sexuality can be demonstrated and these are only a few of the facets of both. You might have noticed that some of the unhealthy sexual ideas presented could impact people of different genders in different ways. For example, the idea of sex being “shameful” is something that comes up way more often for women, while there's also often an assumption that it's impossible to cross a man's boundaries because men always want sex. It's easy to see how really negative and degrading gender stereotypes come out of these ideas that actually harm us all. We all have boundaries that deserve to both be heard and respected.

### **Character Dialogues**

Goal:	<ul style="list-style-type: none"><li>• Participants will hear stories relating to dating violence, slut shaming, and toxic masculinity</li><li>• Participants will get a chance to question the behaviors of other people involved in the situation</li></ul>
Learning Objective:	<ul style="list-style-type: none"><li>• Participants will practice feeling empathy for survivors of dating violence</li><li>• Participants will be able to identify dating violence, slut shaming, and toxic masculinity</li></ul> <p>Participants will practice engaging with peers around issues of dating violence, slut shaming and toxic masculinity.</p>

**Facilitator:** So, this next part of the workshop is going to be a little bit heavier and more interactive, so we want to remind you all to continue practicing self-care. In a few moments, you all are going to split up into three groups and you'll be having interactive dialogues with three different characters.

As you interact with these characters, you will hear things that upset you or make you uncomfortable, and we'd like you to respond to them the same way you might respond to them if you were having a conversation with someone you know well.

Also, though these conversations show characters with specific sexual and gender identities relevant to their experience, their stories do not solely represent the identities from which they speak. Sexual assault and dating violence can occur between any combination of gender identities and sexual orientations. We want to make it clear that these characters are not real and are based on behaviors and situations that we believe are prevalent in our communities, which is why it's important to practice engaging with them.

You will have three minutes with each character. Please split up into three small groups now, and try to form a circle where you and your group members can all be close together. Please leave one open chair for our characters in each group. Let's get started!

### **Survivor of Dating Violence Character**

Goal:	<ul style="list-style-type: none"><li>• Participants will hear the story of a survivor of dating violence</li><li>• Participants will feel empathy for the survivor</li><li>• Participants will be part of a conversation about how to support survivors</li></ul>
Learning Objective:	<ul style="list-style-type: none"><li>• Participants will be able to identify what it means to be survivor centered and how to support survivors</li><li>• Participants will be able to identify resources on and off campus</li></ul>

Hey everyone...my name's Erin can I talk to you about my night?

I was making dinner for my girlfriend Jacqueline, I had to leave afterward, and told her I would see her after my meeting with my math GE. She got pretty upset because she expected to stay in and keep her company, but I really thought that she would let me go since it was for school. And I've been doing really badly in that class, right now just because I've been trying to invest so much of myself into our relationship. I know she gets jealous when I am around other girls, but I thought she would make an exception because it was for class. **I think she's just trying to be protective, but do you think that's normal?** *[Emotion: Nervous, Create Excuses]*

I told her we could watch a movie when I got back, but she still wouldn't let me go. She was blocking the door and kept yelling at me until she went off on all the other times I bailed on her, and how she didn't trust me. **How can I make things okay again?**

I kept apologizing, and finally gave up on going to the meeting. She promised to not yell at me again, I knew she blew up just because she was so stressed out, and I should have known not to push her boundaries. **(pause)**

But then, honestly, things got really weird. She said I could make it up to her by having sex with her. She started to kiss me....and I thought maybe she would forgive me. I just didn't want to fight anymore... She pulled down my pants and started fingering me but it felt really...weird. She was hurting me, and I told her. I told her how it hurt a few times, but she wasn't listening to me. **(pause)**

I was so scared... I just froze and waited until she finished. I, I had never done that before...you know, make up sex. And afterwards, I thought she might say something, but she just rolled over and went to sleep. **But that's normal makeup sex, right? This was my first time having makeup sex so I just don't know what it's supposed to be like. What do you think?**

Maybe I should just let it go. All my friends like her better. Things are just rough right now and I love her so much... I don't know if anyone will ever be able to put up with me like she does. Just forget I told you any of this.

### **Survivor of Dating Violence Debrief**

Goal:	<ul style="list-style-type: none"> <li>• Participants will get a chance to talk about the signs of an abusive relationship and what resources are on campus and in the community</li> </ul>
Learning Objective:	<ul style="list-style-type: none"> <li>• Participants will be able to identify the red flags of dating violence</li> <li>• Participants will be able to identify resources on and off campus, as well as how to support a survivor.</li> </ul>

My name is \_\_\_\_\_ and I played Erin, who was having a really hard time with her girlfriend. What were some of the red flags you noticed that made you feel like this was not normal and was actually abusive?

### **Controlling Behavior**

- *She tries to control whom her partner spends time with.*
  - A warning sign of an abusive relationship: a partner who tries to isolate their partner by limiting their communication with friends or family or keeping constant tabs on them.
- *She makes everything seems like it's her partner's fault, when she's the one over reacting. She makes the character think they're "crazy" or they're "making a big deal out of nothing."*
  - In this situation, my character didn't do anything wrong.
  - When unhealthy or abusive partners put the blame on their partners for every little thing in a relationship, it can cause their partner to genuinely believe that everything is their fault.
  - Erin shouldn't be **expected** to drop her obligations to help Jacqueline.
  - It can be much harder for individuals in abusive relationships to see that their relationship is unhealthy or that they have other options.

### **Unhealthy Sex**

- *She hurt her*

- *It sounds like she was sexually assaulted.*
- *(Trigger warning: people will probably say she raped her)*
  - What happened here was not consensual, and is definable as sexual assault.
  - This character mentions that her partner hurt her, but an assault doesn't have to involve physical pain in order to be a violent act.
  - Not listening to your partner and crossing their boundaries is sexual assault, regardless of how long you've been dating and your sexual history together.

### **Freezing**

- *Erin says that they froze during sex*
  - People can react in wide variety of ways to violence.
  - Survivors of sexual assault and dating violence are often asked why they didn't try to get away or push off their attacker.
  - We've all heard of fight or flight, but there's actually a third option, which can be described as freezing.
  - There are biological responses that can kick in when the brain is overloaded by trauma.
  - There are a lot of reasons this might happen, but whatever a survivor's reason for freezing may be, it is still solely the fault of the perpetrator for crossing that line.
  - Remember, consent is not the absence of a no, like frozen silence, but the presence of a yes.

### **Supporting Survivors**

- If you know someone who is in an unhealthy or abusive relationship, it's important to re-empower individuals to make their own decisions.
- In a situation like this, your first instinct might be to tell them to leave, but it can actually put a survivor of dating violence at much higher risk to do so.
  - In fact, without a stable support network, it can be impossible.
- So how can we make ourselves available as supportive friends of survivors?
- It can be as simple as saying
  - "I believe you"
  - "it's not your fault"
  - "You deserve better"
  - "How can I support you?"

### **Resources**

- A great way to be a supportive friend is to be aware of campus and community resources available to survivors. **Who can tell me about some resources?**
- Awesome! All of these resources and more, as well as information about who is confidential and who is not, can be found at [safe.uoregon.edu](http://safe.uoregon.edu), or at their 24-hour crisis line, 541-346-SAFE.

- If you'd rather seek help outside of the university there is a local non-profit in Eugene called Sexual Assault Support Services, or SASS, which provides a 24-hour crisis and support line, and drop-in groups for survivors.
- It's also useful to know that all of these resources are available to supporters of survivors as well.

### **Closing Statement**

Through this character we discussed red flags that a person may be in an abusive relationship, freezing as a tool for coping with sexual trauma, ways to support a survivor, and important campus and community resources.

### **Internalized Misogyny/Slut Shaming Character**

Goal:	<ul style="list-style-type: none"> <li>• Participants will hear the story of someone participating in slut shaming</li> <li>• Participants will feel empathy for the person who is being shamed</li> </ul>
Learning Objective:	<ul style="list-style-type: none"> <li>• Participants will be able to identify and define slut shaming</li> <li>• Participants will be able to develop reasons why slut shaming is inappropriate behavior</li> </ul>

### **Megan**

Hey you all, my name's Megan, can I be honest about something? I went to dollar beers at Taylor's last night with my [friends] and I saw my friend Hunter's girlfriend there. I want to be chill with her but she makes it so hard. Like it was 50 degrees and she was wearing this tight little nothing. Like I don't know if she got a deal with Sephora or what, but the whole store was on her face. And then I saw that Hunter wasn't even with her. **Don't you think that's so disrespectful? Like, would you do that to someone you were dating?**

I mean I am not trying to be a bitch but it seemed like she was advertising to hook up. **Don't you think that's messed up? Like would you be chill with that?**

No but like seriously, she was getting wasted and acting like she was single. You can't blame guys for wanting to hook up with her especially since I've heard she never says no. Honestly, she's the type of girl who would regret sleeping with someone who isn't her boyfriend, and then cry rape the next day. **Doesn't she sound like a slut? Isn't that slutty?**

I am just looking out for Hunter. I know he's looking for a serious girlfriend and she is definitely not wifey-material. It's clear she doesn't really respect him or their relationship. It seems like she is doing all of this for attention. This is why I hang out with guys. Girls in general are just too much drama for me.

### **Internalized Misogyny/Slut Shaming Debrief**

Goal:	<ul style="list-style-type: none"><li>• Participants will get a chance to talk about the signs of slut shaming</li><li>• Participants will be reminded that false reporting of rape and sexual violence rarely occur</li></ul>
Learning Objective:	<ul style="list-style-type: none"><li>• Participants will be able to identify gender stereotypes</li><li>• Participants will understand the implications of slut shaming and that women are autonomous beings</li></ul>

Hi, I'm \_\_\_\_\_ and I played the character Megan who was having some trouble with her friend Hunter's new girlfriend... This character definitely had a lot of opinions about how women should act, can you name a few of them?

#### **Women shouldn't wear short dresses or too much makeup**

- Women can wear whatever they want to. It's none of your business how someone dresses.

#### **Women shouldn't go out to parties or drink without their boyfriend's present**

- This assumption lends to the belief that when a woman is in a relationship, she is the property of the person she is dating.
- Women are autonomous humans who can make their own choices about what they wear, where they go, and how much they drink.
- A partner should respect these choices, and it definitely isn't the business of any third party how someone's relationship operates if everyone involved is happy and being respected.

#### **Women should be respectable, "wife material"**

- By deeming certain qualities "respectable" and "wife material," my character is implying that there is a narrow definition of what it is to be a good person, and she's reinforcing the idea that there are stricter rules for women when it comes to sexuality.
- My character reinforces strict gender stereotypes and places limitations on what it means to be a good girlfriend.
- These kinds of limitations prevent all genders from expressing their sexuality in individual ways.

#### **"She's the kind of girl who would cry rape"**

- This implies that women make up stories about sexual assault.
  - The false reporting rate for sexual assault is 2-10%, the same as any other violent crime.
- Pretending that false reports of sexual violence are common among women is another myth that people use to assume women lie and are untrustworthy.

### **Closing Statement**

Through this character we learned the importance of not shaming women for their sexual behavior, and how anyone can have misogynistic misconceptions that contribute to a rape culture that doesn't believe survivors of sexual assault.

### **Toxic Masculinity Character**

Goal:	<ul style="list-style-type: none"><li>• Participants will begin to question the actions and behavior of the potential perpetrator</li></ul>
Learning Objective:	<ul style="list-style-type: none"><li>• Participants will be able to identify red flags in behavior</li><li>• Participants will be able to identify how perpetrators justify their actions</li></ul>
Character backstory and motivations:	Derek feels that he is a nice guy and so women should want to move past friendships and enter romantic relationships. He feels that this gives him entitlement to women's emotional and romantic consideration. He believes that his worth as a human is determined by his ability to "be a man" and sleep with women.

Hey, my name's Derek, can I vent for a sec? There's this girl I've known for a while now... and she is so beautiful. We've been friends since freshman year and I feel we would go so well together, but she doesn't get it. I'm a better man than anyone she has been with before. Like I'm a nice guy - I always tell her she's beautiful, buy her drinks, and treat her like a queen. **Isn't that what girls want?**

Why won't she admit that I would be so good for her? Its right in front of her face! I know I would make her so happy. It's just so unfair - I've been waiting forever.  
*(dejected tone shift)* You know what, she's missing out on such a huge opportunity with me. She said it would be better if we were just friends, but, come on, she's got to know I'm not just here for that. I deserve more just a friendship. This always happens to me. Like **why can't I catch a break?**

And here's the thing, we've even kissed, just last year. But now I'm trapped in the friend zone. Every time I try something it just never leads to anything. I feel rejected. But then she does things that make me feel like she might want to do something. For example, the other night, she invited me over for Netflix, and I tried to put my arms around her. She gave me a weird look. So, I tried to be a little more forward and make it clear what I wanted. Isn't that how guys are supposed to be? So, when I tried to lie down and kiss her again, with her she pushed me off. Like, what the hell? SHE invited me over for Netflix, you KNOW what that means. **I'm clearly getting friend zoned. She's just leading me on, right?? This always happens to nice guys?**

I just feel like a failure. I'm never able to get a girlfriend. And she is so beautiful, and I just want her so *badly*. She can't just expect to be friends after everything I've done for her, right? Life would be so much easier if I was more like those typical assholes looking for a bang. I guess I just can't help but to be a nice guy.

### **Toxic Masculinity Debrief**

Goal:	<ul style="list-style-type: none"> <li>• Participants will begin to question the actions and behavior of the potential perpetrator</li> </ul>
Learning Objective:	<ul style="list-style-type: none"> <li>• Participants will be able to identify red flags in behavior</li> <li>• Participants will be able to identify how perpetrators justify their actions</li> </ul>

Hi, I'm \_\_\_\_\_ and I played the character who was getting frustrated about being "friend-zoned" by a girl he wants to sleep with. What are some of the red flags that you saw with his behavior or things he said that seemed unhealthy? *Possible follow-up prompt:* What were his attitudes about women, drinking, and sex?

### **Sex is an exchange of goods, not a mutual experience / Entitled to sex**

- He is concerned with achieving a goal of having sex with this woman.
- He values sex, selfishly, as an award "for being nice," thus earning social capital.
- He gets jealous of other people who are able to get sex without being "nice."
- He never acknowledges that sex is a two-person process and requires consent from both people.
- He falsely believes sex is something he has earned because he:
  - Called her beautiful
  - Bought her drinks
  - Waiting forever - put in the time
  - Came over to watch Netflix - "You know what that means"
- Claims past experiences as a reason for sex being deserved
  - Kissed a year ago
- **But none of that is consent. Consent is a yes—not drinks and watching Netflix.**

### **"The Friend-zone".**

- Derek has no interest in truly being friends with this woman
  - Says he cares about her, but focuses on the end goal of sex
- He actually just wants sex.
  - Wanting to have sex with someone is not inherently wrong, but entering into a friendship under the false pretense of just wanting to be friends in order to have sex with them is very problematic.



- The problem with the ideology of “The Friend-zone” is that the ultimate goal of a relationship with someone is to have sex with them.
  - Anything else is seen as undesirable.

**He doesn’t see that he isn’t valuing his friends wishes/Assumes he knows best for her**

- The wishes of his “friend” don’t even come into consideration for him.
- He claims to “*know*” what she wants.
  - If she would just give him a chance, she would like him.
- He never bothers to ever ask what it is that she wants.
- When she shows obvious signs that she does not want a romantic relationship, he chooses to ignore it.
  - States that she wants to be just friends.
  - Negative reaction to his putting an arm around her.
  - Pushes off his advances.
  - Blames her for misleading him through their friendship.
- This entire relationship to him is purely based on his wants and desires.

**He objectifies her - He romanticizes objectification**

- In this scenario, Derek repeatedly uses the comment “beautiful” to make clear that he is a ‘nice guy,’ but really, his remarks are fully self-serving.
  - Just because a man who claims to be friends with a woman tells her repeatedly that she is beautiful, attractive, sexy, etc. does not mean he is entitled to sex or a relationship.
  - It’s okay to give compliments, but not as a means of manipulation.
- Not only is the word, “beautiful” delivered without any intention of actually making her *feel* beautiful, it also says nothing about how Derek feels about Jenny beyond her physical appearance
  - Thus, rendering her nothing more than an object of his own desire.

**Closing Statement**

Through this character we learned that the “Friend-zone” and “Nice guy” mindset is problematic in how it objectifies women and places sexual pressures on non-sexual relationships. Also, how attraction can become problematic when one person decides their sexual urges take priority over another individual’s feelings.

**Bystander Intervention Facilitation**

Goal:	<ul style="list-style-type: none"> <li>• Participants will learn what bystander intervention is</li> <li>• Participants will get a chance to see a scenario that depicts a situation that could and should be diffused by an intervening bystander</li> <li>• Participants will get a chance to practice intervening in uncomfortable and/or harmful situations</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• Participants will be able to identify what bystander intervention is</li> </ul>

Objective	<ul style="list-style-type: none"> <li>• Participants will be inspired to intervene in uncomfortable situations</li> <li>• Participants will be able to identify behavioral red flags</li> <li>• Participants will be inspired to intervene in uncomfortable situations</li> <li>• Participants will learn ways they can intervene in uncomfortable and/or harmful situations</li> </ul>
-----------	--

Right now, we live in a culture that tolerates sexual assault through sexist jokes, dismissal of harassment, and disbelief of survivors. When we witness these things, it can be normalized so much so that we hardly notice it, or even think to act on it. We are going to spend some time now building the skills to recognize these instances and practice intervening.

We're going to show you a scene, and as you watch we want you to think of different ways you might step in as a bystander in real life. Bystanders are people that witness a situation but are not directly involved and they have the opportunity to choose to intervene. We want to make it clear that it is never the survivor's or a bystander's fault if an assault occurs – that fault lies **solely** on the perpetrator

So, we want you to pay attention to what is problematic that is going on in the scene, and what you might do if you were to witness something like this happening.

I'll invite my actors up here, and let's get started! Ready?

Let's Watch (or) Action, *(anything to indicate the scene will start but keep it consistent)*

### Play Scene

Okay, now that you've seen this play out, what are some of the problematic actions that should be addressed?

*(listen to answers, when reiterating use their language)*

Are there ideas in the audience for how you could serve as a bystander to change the outcomes of this scene? *(look for head nods)*

Awesome! Now, we're going to give you the opportunity to put those ideas into action.

We're going to watch the scene again, and when you feel like there's a place you could try intervening, yell "FREEZE!" and we'll pause the scene so you can come up and try your technique. Keep in mind, there is no perfect way to intervene, and we're all here to learn together. Every person who steps up gives the rest of us a gift. By practicing together, we give each other examples of what can work.

So, again, when you want to intervene just yell "FREEZE!" and you can come up and try something.

### Play Same Scene

*When someone yells FREEZE, ask the student:*

*-name*

*-gender pronouns*

-where they want to start the scene and play it from that point.  
-REMEMBER: You might need to identify which actor's spot they are taking and who that person is (such as customer, party goer, etc.)

*After the intervention:*

-clap for the participant  
-ask them how it felt to intervene. How did that intervention feel for you?  
-Thank them again and **have them sit down.**

Thank you so much! Now we're going to talk about the potential gains and potential risks of this kind of intervention. Potential gains are what went well in order to create a safer space.

Potential risks are oftentimes the things that could possibly go wrong or are unforeseen consequences.

Can someone tell me a potential gain of this intervention, or something that worked about it? *Repeat audience's responses back to them, and elaborate if necessary to draw it back to a larger concept.*

Can anyone share a potential risk, or an unintended consequence, of this intervention? *Repeat audience's responses back to them, and elaborate if necessary to draw it back to a larger concept.*

The bottom-line is.... *(end the debrief with the overarching gain)*

Awesome! So, we will run through the scene again, this time think about a different intervention technique you could try. Once you feel so uncomfortable that you just have to do something, yell FREEZE! And come up and try out your technique.

*Repeat facilitation/debrief of intervention techniques. When out of time, wrap up the activity.*

Thank you so much for participating. We hope that you learned some techniques that you can apply to your own situations in everyday life. Furthermore, we hope you have gained the confidence to create change in our society, one action at a time. We hope you will be able to summon the courage to be the person who steps up and says something because it is on you, it is on me, and it is on all of us.

*If nobody comes up, you can say "Okay, so nobody came up to sub in. We know that this can be a really intimidating thing that not everyone feels comfortable with. You can think of a time in your head when you saw something happening in front of you that made you uncomfortable – it can be really hard to intervene! Can anyone point out to me what was uncomfortable about this scene? Does anyone have some ideas for interventions? You don't have to act them out, but we can just discuss them." Lead a discussion about different intervention techniques, or share stories about times you've intervened and invite the audience to do the same.*

*If someone does come up, ask the student their name and where they want to start the scene from the beginning or from a specific point. After the intervention, clap for the participant and ask them how it felt to intervene. Thank them again and have them sit down. Remember to remain neutral in your affirmation and appreciation of their participation.*

### **Bystander Scenes:**

#### **Too Drunk for Consent**

**Bystander Roommate:**<sup>65</sup> You want to watch another episode of “Rick and Morty”? *Looking at an imaginary television screen.*

**Problematic Roommate:** Yeah I’m down to finish this season. I can’t party every night. I definitely need a break from the week.

*Man, “potential perpetrator,” walks into living room with drunk woman.*

**Potential Perpetrator:** What’s up guys?

**Woman:** *Drunkenly tripping.* Oh, my gosh, is this your place? Are these your roommates?

**Problematic Roommate:** Yeah, hey.

**Woman:** Oh, my god, hi! It’s so nice to meet you. *She stumbles over herself and on the roommates.*

**Bystander Roommate:** Are you ok? *Helps woman stand back up.*

**Woman:** Are you watching Adventure Time?

**Bystander Roommate:** No, that’s “Rick and Morty.”

**Woman:** Oh, whoops I’m just so confused. I think I need to use the restroom. I have just had so many drinks tonight. Where is it?

**Potential Perpetrator:** The bathroom is right down the hall, babe.

**Woman:** Okay, I’ll be right back.

*Woman stumbles out, mumbling about how many drinks she has had.*

**Bystander Roommate:** Hey so.... What’s going on with her?

---

<sup>65</sup> When a workshop participant volunteers to intervene they take the role of the “bystander roommate.”

**Potential Perpetrator:** We just met at a party tonight. She's pretty hot, right?

**Problematic Roommate:** Looks like you're going to get some tonight.

**Potential Perpetrator:** Yeah that's what I'm going for.

**Bystander Roommate:** Dude are you really sure about this?

**Potential Perpetrator:** Of course, I am! Why do you think I brought her back here?

**Bystander Roommate:** She just seems like she had quite a bit to drink.

**Potential Perpetrator:** Dude don't worry about it.

*Woman stumbles back in.*

**Woman:** I'm not feeling very well. I think I just need to sit down for a second.

**Potential Perpetrator:** You'll feel better comfortable upstairs. Come on.

**Woman:** Oh, upstairs....? *Confused and nervous.*

**Potential Perpetrator:** Yeah, we'll be more comfortable in my bed. I'll take really good care of you.

*Potential Perpetrator forcibly guides Woman out.*

**Problematic Roommate:** Get some.

*Potential Perpetrator High fives the problematic roommate.*

**Facilitator:** Thank you all for your examples of ways to intervene as a bystander. Next we're going to watch a scenario that is set in the customer service industry where a customer abuses his power by putting a barista in an uncomfortable position which seems potentially harmful and dangerous, but is also part of a culture that condones sexual violence and perpetrator mentalities. Remember, while it is never the survivor's or bystander's fault if an attack occurs, intervening can help diffuse the situation and is important for changing our culture to reflect healthy sexuality.

### **Coffee Shop Scene**

*Customer walks up to barista counter and immediately starts to check out the barista. There is another customer standing behind customer at counter.*

**Bystander:** Hey, can I get a tall house coffee?  
*(Barista turns around makes coffee)*

**Customer:** Hey check out that ass, isn't that barista hot, I come here every day just to see it!!

*(Bystander uncomfortable, gets coffee and stays to the side.)*

**Customer:** Hey I was waiting until you started your shift, it's good to see you again.

**Barista:** *(Clearly uncomfortable)* Hey... you again. What can I get for you?

**Customer:** You don't know my usual by now?

**Barista:** Right, the tall latte. *(Begins making latte, pause)*

**Customer:** I found you on tinder yesterday, so you're going to swipe right on me, right?

**Barista:** I actually don't get on their very often. *(Hands the coffee to them)*

**Customer:** What no number again? Why do you keep playing games?

**Barista:** I don't give my number out at work...sorry.

**Customer:** Whatever, thanks (babe, honey etc.). Here's a ten *(puts 10 in tip jar)*. I'll see you at 6 when you get off. *(Leaves)*

**Barista:** Oh...thanks...

### **Workshop Wrap-Up**

You all have been a wonderful audience today and we want to thank you again for having us. There are so many ways we all can help promote healthy sexual relationships and prevent violence. Whether it's incorporating more communication into your lives, making sure you always have enthusiastic consent, or holding others accountable for their harmful behavior, we hope you all have some new tools to aid yourselves and your communities in this fight. We have some SWAT swag to pass out – handouts, buttons, condoms, pins, pens – so please take some if you'd like! Also, please fill out the handouts that are going around. Please, tell us what you thought! The more feedback you can give us, the better we can make our presentations! Last thing – if you're interested in joining SWAT and doing what we do, we're always accepting new applicants. Check out our website and apply at [swat.uoregon.edu](http://swat.uoregon.edu)! You can get involved with an awesome group, earn upper division leadership credits, and have something really impressive for a resume. So, check us out! Thank you again for an awesome workshop, we really appreciate the opportunity to work with all of you!

## Appendix II: Bystander Intervention Focused Script

### Intro

Goal:	<ul style="list-style-type: none"><li>• Participants begin to identify with peer educators and develop interest in the topic of sexual violence.</li></ul>
Learning Objective:	<ul style="list-style-type: none"><li>• Participants will be able to identify three values of SWAT, 1. SWAT talks with you, not at you, 2. SWAT is sex positive, 3. SWAT is survivor centered</li><li>• Participants identify that sexual violence is an important issue for students on campus.</li><li>• Participants begin to personally relate to the topic of sexual violence.</li></ul>

As workshop participants are filing into the room make sure they are passed out pre-surveys (the Illinois Rape Myth Acceptance Scale and the Conformity to Masculine Norms Inventory-46) **and** the consent form. Give them a writing utensil and tell them to begin filling the pre-survey out as soon as they have a seat. I will be the one to do this while other presenters are

**Intro Person 1:** Hi! We are SWAT, the Sexual Wellness Advocacy Team. We're a student group here at the University of Oregon that uses theater and other interactive activities to start discussions about sexual assault, dating violence and healthy sexuality.

**Molly:** I want to thank you for inviting us here today and agreeing to be a part of my thesis. I am a senior member of SWAT and am writing a thesis focused on bystander intervention education within fraternities. We understand that you all have already participated in a SWAT workshop, so the goal of this time we have together is to build upon and practice the skills you already have. The workshop today will have an added focus on the dynamics of sexual violence, specifically looking at the impact of gender. Before we get too far into the workshop I am going to ask you to fill out a consent waiver on page one of the packet you were handed affirming your desire to be a part of my project. In addition, I'm going to ask you to take a moment to complete the surveys on pages two and three of your packet that was passed out to you while you were entering the room. Please hold on to that packet throughout the presentation because we will ask you to fill out the last pages at the end of the workshop. And please refrain from flipping ahead in the packet.

**Intro Person 2:** Again, thank you so much for having us. As fraternity men, you play an important role in helping to stop sexual assault here on campus. We recognize that your fraternity is focused on (*insert fraternity values*), which we believe relates to our goals in making campus a safer, healthier place. Before we ask you to join us in this

fight though, we want to introduce ourselves so you know a little bit more about who we are and what SWAT is all about.

Everyone says:

- *Name, Pronouns*
- *Major*
- *Why they joined SWAT*

### **About SWAT**

**Intro Person 3:** Now that you know a little bit about us, there are three things that we want you to know about SWAT. First, we aren't here to lecture at you—we want to have a conversation with you. This workshop is going to rely heavily on your input and participation. We want to actually hear what you think, so please share your thoughts and ideas with us.

**Person 4:** Second, SWAT is sex positive. This means that we value all kinds of relationships – whether that means you and a partner, you and multiple partners, abstinence, or self-love – as long as they are healthy and consensual, which means they are positive and respectful. We also want to make a note about our use of the term “survivor.” For the sake of a common term, throughout the workshop we will refer to people who have experienced any form of sexual violence as survivors. However, we want to make it clear that however a person chooses to define their own experience is valid.

**Person 5: Lastly, SWAT is survivor centered.** This means that we choose to believe the stories of survivors of sexual assault and dating violence. All too often in our society, people blame survivors for their assaults or assume they are lying. However, studies show 90-98% of reports of sexual assault are true. So please keep this in mind as we move forward.

**Person 1:** Sexual assault and relationship violence affect all of us in different ways, and all of us probably know a survivor whether we are aware of it or not. So, as you participate, please feel free to share your experiences and make comments. We want to have an honest conversation, but it's also important to be aware of others and to keep in mind that there are probably survivors of sexual violence in this room.

**Person 2:** With that being said, the topics that we will be covering today can be emotionally intense so we want to encourage you all to practice self-care. If you need to step out of the room for a moment, please feel free to do so. Our support volunteer from Sexual Assault Support Services, or SASS, (*say the name of the support volunteer—make sure to get this before the workshop begins*) is sitting in the back of the room and they are available to talk at any time during or after the presentation. You can also always call the confidential SAFE hotline to speak to a counselor, which is **541-346-SAFE**.



### **Gender Role Box Activity:<sup>66</sup> Presented by Molly**

Goal:	• Participants will understand that there is a relationship between gender stereotypes and domestic and sexual violence.
Learning Objective:	• Participants will learn about gendered power dynamics that impact sexual violence

“This exercise can be a lead-in for discussion around multiple issues. The facilitator could concentrate on sexism and its relationship to domestic and sexual violence or use the exercise to look at how sexism, heterosexism and transphobia are related to one another.

Also, explain that while we are looking at the dominant mainstream ideas of gender we want to acknowledge that gender roles may vary depending on ethnicity, culture, class, ability and family etc. Let participants know that in this exercise we are going to ask them to say words that are offensive to some people.

Draw two boxes on the board. Another SWAT member will record audience answers on the board while I am facilitating the activity

#### **"Act Like a Man" Box**

1. Ask if anyone has ever been told or heard someone being told to “act like a man”. Write “Act like a man” on top of the first box. Ask “what does it mean to “act like a man” – what are the expectations (which may not be the reality).

Participants can be invited to come to the board and fill in the boxes or you can do it as a brainstorm. Participants can also do the handout as individuals or in pairs/small groups first. Remember that this exercise seeks to look at stereotypes, not at individual behavior.

How are men supposed to be different from women? - stronger, tougher, in control.  
What feelings is a "real man" supposed to have? - anger, superiority, confidence. How do "real men" express their feelings? - yelling, fighting, silence.  
How are "real men" supposed to act sexually? - aggressive, dominant, with women.

2. What are names applied to persons outside the box? (write these outside the box and around the box)

---

<sup>66</sup> I did not develop this activity. All the instructions were written by Portland Community College. However, the original activity was created by the Oakland Men’s Project.

Wimp, fag, queer, pussy, gay

Note: These words are important to say and to write down, but ask participants to answer this question calmly and respectfully as possible.

3. What things happen physically to people outside the box? (write these outside the box and around the box)

Fights, beat up, harassed, teased, abused, ignored

### **"Act Like a Lady" Box**

1. 1. Ask if anyone **has ever been told or heard someone being told to "act like a lady"**. Write "Act like a lady" on top of the second box. Ask **"what does it mean to "act like a lady" – what are the expectations (which may not be the reality).**

Participants can be invited to come to the board and fill in the boxes or you can do it as a brainstorm. Participants can also do the handout as individuals or in pairs/small groups first. Remember that this exercise seeks to look at stereotypes, not at individual behavior.

**How are women supposed to be different from men?** - nicer, weaker, more gossip.

**What feelings is a "real woman" supposed to have?** - fear, sadness, low self-esteem.

**How do "real women" express their feelings?** - crying, screaming, hysteria.

**How are "real women" supposed to act sexually?** - follow the man, don't sleep around.

2. **What are names applied to persons outside the box?** (write these outside the box and around the box) Dyke, tomboy, slut, ho, whore, lesbian

Note: These words are important to say and to write down, but ask participants to answer this question calmly and respectfully as possible.

3. **What things happen physically to people outside the box?** (write these outside the box and around the box) Harassed, abused, ignored, raped, bad reputation.

Reflection Questions: Homophobia/Heterosexism

(You could also use some of the questions in the next section)

1. **What do you notice about the influence of male and female stereotypes on sexism, heterosexism, and transphobia?** (You may want to break this into three separate questions.)
2. **How do the stereotypes listed from the boxes relate to stereotypes for straight and queer people?**

## Reflection Questions: Sexism and Domestic and Sexual Violence

1. What is the implication of the names that men get called?
2. How many men here are in the box all of the time?
3. How many of the women here are inside this box all of the time?
4. What should a “man” do if he gets called these names? Would that put him back inside the box?
5. If a man stays inside the box does he generally avoid getting called names and harassed etc.?
6. If a woman stays inside the box does she stay safe? Are women inside the box ever raped or abused by their partners? (Yes) What does that say about the suggestion that women stay inside the box? Does it really bring them safety or power?
7. Which box has more power?
8. How do these boxes contribute to the existence of domestic and sexual violence?
9. How do we change these societal expectations?

## Key Points

1. These are expectations by society and are not realistic.
2. Men that stay inside the box are generally (though not always) safe from the harassment that occurs outside the box.
3. Men who leave the box are accused of being “women” or “gay”
4. Men who are accused of being outside the box could retaliate in an aggressive fashion and then put themselves back into the box.
5. Women who stay inside the box are not “safe” as promised but are raped or abused as often as women outside the box. The only benefit being that they may be believed by society more often than women outside the box.”

## Cell Phone Consent

Goal	<ul style="list-style-type: none"><li>• Participants will understand what the importance of consent and what it entails.</li></ul>
Learning Objective	<ul style="list-style-type: none"><li>• Participants will be able to define consent.</li><li>• Participants will be able to distinguish between an example of a consensual interaction and a non-consensual interaction.</li><li>• Participants will be able to identify reasons that it may be hard for someone to give consent.</li></ul>

**Consent 1:** For this next activity, I’m going to need an assistant. *[Consent 2]* Can you come up here, please?

*Make sure you have 6-10 feet between you and Consent 2 and when they are paying attention to you, lightly toss the phone at them.*

**Consent 1:** What just happened?”

*Audience responses will differ, but they will generally say, ‘You threw a phone/they dropped the phone/they caught the phone/etc.’.*

**Consent 1:** What was that like to watch?”

*The audience may use different terms like awkward/funny/abrupt/surprising. Make sure you use their language to acknowledge how they felt while watching it.*

**Consent 1:** “[Consent 2] How was that for you?

**Consent 2:** It caught me a little off guard, because I didn’t know you were about to do that.

*Validate their response as well, repeating the words they use to describe their experience.*

**Consent 1:** Can anyone think of a better, more communicative, way I could have gotten [Consent 2] the cell phone?”

*Various people from the audience may respond with different answers such as, ‘You could have told them you were going to throw it.’*

**Consent 1:** For sure! Now, what if the interaction went like this?

*Throughout the following interaction, the facilitator gets progressively more aggressive by raising their voice and moving closer to the SWAT volunteer, eventually towering over them (either literally or figuratively).*

**Consent 1:** Hey, [consent 2], I have this cell phone here and I’d really like you to have it.

**Consent 2:** Wow, thanks, but I actually already have a phone.

**Consent 1:** Oh, really? Well, I really want you to take *this* phone.

**Consent 2:** Um... like I said... I already have my own... but thank you...

**Consent 1:** But this phone is so much better than yours. I mean don’t you like it?

**Consent 2:** Yeah, it’s a nice, but I really don’t need two phones and –

**Consent 1:** Look, you're my friend, right?

**Consent 2:** Of course, but –

**Consent 1:** If you're really my friend you'll take the phone.

**Consent 2:** I'm sorry...

**Consent 1:** No one is going to believe you didn't want it. SO JUST TAKE IT.

*Consent 1 forcibly puts the phone in Consent 2's hand and then take a beat to break character.*

**Consent 1:** How did that feel to watch?

*The audience may say things like, 'Scary/intimidating/crazy/etc.' Use their language to describe what just happened.*

**Consent 1:** Ok, so that went well for me, right? [Consent 2] took the phone. I got what I wanted.

*The audience will probably address the fact that they didn't want it.*

**Consent 1:** I mean, they didn't say no. How do you know they didn't want the phone?

*The audience will probably say 'they backed away/they said they had their own phone/etc.'*

**Consent 1:** Well, they didn't try and hit me or kick me or run away. If they really wanted to get out of the situation, wouldn't they try to do that?

*Counter the audience's response by saying,*

**Consent 1:** Why might they not feel comfortable doing that?

*The audience should say these things for you, but if they don't mention all of them, make sure you touch on these main tactics of coercion:*

- *They're friends and they might not want to ruin the friendship or hurt your feelings*
- *They might feel unsafe*
- *You were louder/bigger/stronger/angrier*
- *You said no one would believe them*
- *You didn't respect them at any time during which they explained they didn't want the phone*

**Consent 1:** Excellent. Obviously, we're not just talking about cell phones here. We use this metaphor to get at SWAT's definition of consent, which is **a yes that is freely given when the option of no is present and viable**. I know that's a mouthful, so I'll repeat that definition again: **Consent is a yes that is freely given when the option of no is both present and viable**. Now that we're clear on the definition, was my interaction with [Consent 2] consensual? Even if they had explicitly said the word "no," do you think it would have been a viable option, or listened to and respected?

**Consent 2:** In the Student Conduct Code, consent is defined as "an affirmative verbal response or voluntary acts unmistakable in their meaning." This means that it's not sufficient to just think that your partner is into it. You have to know for sure.

**Consent 1:** "Voluntary acts unmistakable in their meaning" is a little confusing, but that's because it can mean a lot of different things. Maybe you are the person initiating, you're responding in an enthusiastic and positive way, or maybe even you and your partner have a safe word. However, it can be difficult to actually tell by a person's body language, which is why you have to talk to each other and communicate. In the scenario, you just watched when did it become non-consensual? *Audience will most likely answer: when [Consent 2] said no/you forced it upon them.* Yes, absolutely. When that happened, consent was neither present nor viable. We need to go beyond the bare minimum when asking for consent to ensure that the wants and needs of all parties are respected.

### **Bystander Intervention Facilitation**

Goal:	<ul style="list-style-type: none"> <li>• Participants will learn what bystander intervention is.</li> <li>• Participants will get a chance to see a scenario that depicts a situation that could and should be diffused by an intervening bystander.</li> <li>• Participants will get a chance to practice intervening in uncomfortable and/or harmful situations.</li> </ul>
Learning Objective	<ul style="list-style-type: none"> <li>• Participants will be able to identify what bystander intervention is.</li> <li>• Participants will be inspired to intervene in uncomfortable situations.</li> <li>• Participants will be able to identify behavioral red flags.</li> <li>• Participants will be inspired to intervene in uncomfortable situations.</li> <li>• Participants will learn ways they can intervene in uncomfortable and/or harmful situations.</li> </ul>

**Facilitator 2:** Right now, we live in a culture that tolerates sexual assault through sexist jokes, dismissal of harassment, and disbelief of survivors. When we witness these things, it can be normalized so much so that we hardly notice it, or even think to act on it. We are going to spend some time now building the skills to recognize these instances and practice intervening. We would like to share with you the four main strategies for intervening, which we like to refer to as the '4 Ds of Bystander Intervention.' They are very broad categories that are intended to encompass all possible intervention

techniques. However, you don't have to get too worried about what technique falls into what category because they are all malleable and can be used together.

**Facilitator 1:** The first bystander strategy we are going to discuss is **direct confrontation**. This is the technique most people immediately jump to when they think of intervening. It looks like directly inserting yourself in a situation, either verbally or physically. For instance, if someone is making an offensive joke you can verbally intervene by letting them know how the joke impacted you. **Can anyone think of a real-life example for direct confrontation?** *Repeat their answer back so that the entire audience can hear.*

Thank you so much for sharing! There are so many ways to directly intervene, and it doesn't always have to apply to stopping sexual violence. One time I was at a party and a friend of mine was planning to drive home drunk. I told him that I wasn't going to let him because he was risking his own life and the lives of others. When he continued to not listen to me I took his car keys. In the moment, he was mad at me, but in the morning, he was really appreciative.

**Facilitator 2:** Our second strategy is **delegation**. This is reaching out for help from someone who has more power or authority. Certain situations, such as dealing with someone who is physically violent, can be beyond what we can handle as individuals. This is why delegation is such a useful technique. **Would anyone feel comfortable sharing an example of delegation?** *Repeat their answer back so that the entire audience can hear.*

Thanks for that example! I was in a class a couple of terms ago and there was a guy who would always try to follow this one girl home after class. It seemed like he had her schedule memorized and was pretty clear to me that she was uncomfortable. I didn't feel like I had any real control over the situation, so I asked for her permission to get help from our teacher. Our teacher was then able to help her get a restraining order, which is something I wouldn't have known how to do.

**Facilitator 1:** In addition, someone can intervene in a harmful situation through **distraction**. Distracting a potential perpetrator is a really beneficial technique because it can mitigate a situation without confrontation. This can be as simple as inserting yourself in a situation by asking a question or knocking a drink over on someone who is being creepy. **Does anyone have an example for what distraction could look like?** *Repeat their answer back so that the entire audience can hear.*

Great example! For example, I was out in front of a bar last weekend and I saw this couple fighting with each other. It looked like it was getting really heated and finally the guy started yelling at his girlfriend to get her hands off of him. I decided to run up to them, act really drunk, and ask for directions to get to Sizzle Pie. It totally broke up their fight for the moment and gave me a chance to access the situation a little closer. Outside of that bar I came off as really annoying, which speaks to the fact that being a bystander oftentimes won't make you look like a great person. However, just because you might not look like a hero doesn't mean that you shouldn't step up and intervene.

**Facilitator 2:** Our last strategy for intervention is **delayed action** and can be important for people who are introverts or people who are traditionally marginalized, which could make some of the other interventions unsafe. **Delayed action** means checking in with someone after an incident happens to see if they are okay, and see if they need any further support. For instance, sometimes, when I witness street harassment, I'm not necessarily comfortable intervening for my own safety, but I still make sure to ask the person who experienced the harassment if I can help them in any way after the fact. This helps to ensure that someone knows that they are not alone and overturn a culture in which oppression is normalized. **Does anyone have an example of delayed action?** *Repeat their answer back so that the entire audience can hear.*

Thank you for that example! I recently had a friend disclose to me that they had been sexually assaulted. By offering support through statements like "I'm so sorry that happened to you" and asking "is there anything I can do for you?" I was able to offer support even though the assault had already happened.

**Facilitator 1:** Now, we're going to show you a scene, and as you watch we want you to think of different ways you might step in as a bystander in real life. Remember, bystanders are people that witness a situation but are not directly involved and they have the opportunity to choose to intervene. We want to make it clear that it is never the survivor's or a bystander's fault if an assault occurs – that fault lies **solely** on the perpetrator.

So, we want you to pay attention to what is problematic that is going on in the scene, and what you might do if you were to witness something like this happening.

I'll invite my actors up here, and let's get started! Ready?

Let's Watch (or) Action, *(anything to indicate the scene will start but keep it consistent)*

## **Play Scene**

Okay, now that you've seen this play out, what are some of the problematic actions that should be addressed?

*(listen to answers, when reiterating use their language)*

Are there ideas in the audience for how you could serve as a bystander to change the outcomes of this scene? What kind of intervention strategy would be appropriate here?

*(look for head nods)*

Awesome! Now, we're going to give you the opportunity to put those ideas into action.

We're going to watch the scene again, and when you feel like there's a place you could try intervening, yell "FREEZE!" and we'll pause the scene so you can come up and try your technique. Keep in mind, there is no perfect way to intervene, and we're all here to learn together. Every person who steps up gives the rest of us a gift. By practicing together, we give each other examples of what can work.

So, again, when you want to intervene just yell "FREEZE!" and you can come up and try something.



## Play Same Scene

*When someone yells FREEZE, ask the student (aka Sect-Actor):*

- *name*
- *gender pronouns*
- *Ask where they want to start the scene, and play it from that point.*
- *REMEMBER: You might need to identify which actor's spot they are taking and who that person is (such as customer, party goer, etc.)*

*After the intervention:*

- *clap for the participant*
- *ask them how it felt to intervene. How did that intervention feel for you?*
- *Thank them again and **have them sit down.***

Thank you so much! Now we're going to talk about the potential gains and potential risks of this kind of intervention. Potential gains are what went well in order to create a safer space.

Potential risks are often times the things that could possibly go wrong or are unforeseen consequences.

Can someone tell me a potential gain of this intervention, or something that worked about it? *Repeat audience's responses back to them, and elaborate if necessary to draw it back to a larger concept.*

Can anyone share a potential risk, or an unintended consequence, of this intervention? *Repeat audience's responses back to them, and elaborate if necessary to draw it back to a larger concept.*

How did the use of direct, delegate, delay, or distract influence how the scene played out?

The Bottom-line is.... *(end the debrief with the overarching gain)*

Awesome! So, we will run through the scene again, this time think about a different intervention technique you could try. Once you feel so uncomfortable that you just have to do something, yell FREEZE! And come up and try out your technique.

*Repeat facilitation/debrief of intervention techniques. When out of time, wrap up the activity.*

Thank you so much for participating. We hope that you learned some techniques that you can apply to your own situations in everyday life. Furthermore, we hope you have gained the confidence to create change in our society, one action at a time. We hope you will be able to summon the courage to be the person who steps up and says something because it is on you, it is on me, and it is on all of us.

*If nobody comes up, you can say "Okay, so nobody came up to sub in. We know that this can be a really intimidating thing that not everyone feels comfortable with. You can*

*think of a time in your head when you saw something happening in front of you that made you uncomfortable – it can be really hard to intervene! Can anyone point out to me what was uncomfortable about this scene? Does anyone have some ideas for interventions? You don't have to act them out, but we can just discuss them.” Lead a discussion about different intervention techniques, or share stories about times you've intervened and invite the audience to do the same.*

*If someone does come up, ask the student their name and where they want to start the scene from the beginning or from a specific point. After the intervention, clap for the participant and ask them how it felt to intervene. Thank them again and have them sit down. Remember to remain neutral in your affirmation and appreciation of their participation.*

### **Bystander Scenes:**

#### **Car Catcall Scene**

*Setting: driving in a car*

*Themes: objectification, sexual harassment, lack of consent, entitlement, taking advantage of power dynamic, male gaze, public space made unsafe.*

**Bystander:** Hey I need some dubstep playing if I'm riding in the backseat.

**Driver:** Oh, I don't have any dubstep...

**Perpetrator:** Pass the Aux... Damn look at those dimes over there.

**Driver:** Oh, yeah, they're pretty cute.

**Perpetrator:** Slow down I want to say hi.

**Bystander:** Oh, geez, do you really have to?

**Perpetrator:** (LEANS OVER AND HONKS HORN)

“Hey baby looking sexy, want a ride? OOPS, you dropped something.... Your smile!”  
(Track with head as drive past) What a bitch she didn't even respond.

**Driver:** I thought you were just going to say hi...

**Perpetrator:** Lighten up, it was just a compliment.

#### **Victim Blaming Scene**

*Setting: Apartment or Dorm room*

*Themes: gossiping, doubting victims, assuming innocence of perpetrator*

*(Pronouns can change based on actors and preference of how they want to play it)*

**Person 1:** Hey! I'm kind of hungry, do you want to come get food?

**Bystander:** Do you want to invite Jessica?

**Person 1:** Eh no, I heard that Jessica lied and reported that she was "assaulted" by that one *really* hot football player.

**Person 2:** Oh, yeah, that's bullshit. I heard about that, but he's obviously not that type of person. Football players can get it in with anyone, they don't have to force that type of thing.

**Bystander:** I don't know, I don't think Jessica would lie about being assaulted...

**Person 1:** Yeah, but Jessica always wants to be the center of attention, and I heard she had a huge crush on him. There's no way she wasn't into it, she's obsessed with the football team.

**Person 2:** Yeah, I can see her making the whole thing up. Look at him, he doesn't need help getting laid.

**Person 1:** Jessica just needs to get over herself. It sucks that she would make something like this up because it's honestly such a mood killer to even talk about.

**Bystander:** You're kind of right, maybe we shouldn't even be talking about it.

**Person 2:** Well I still want to know the details. If she's going to go spreading lies we all have a right to be talking about it.

**Person 1:** For sure, it's so unfair that a rumor started by some "nobody" could ruin the reputation of the whole football team.

### **Lack of Empathy**

**Bystander:** I just finished my last final, so I'm ready to go hard tonight!

**Friend:** Same here! Let's take a round of shots. *Pours shots for Person 1 and Person 2. Amanda is standing with them as well with her arms crossed, looking into the distance.*

**Friend:** Hey, Amanda. Do you want one, or not?

**Amanda:** No thanks, I'm just not really in the mood to be drinking right now.

**Friend:** What's bugging you? I'm sure it's nothing a few drinks couldn't help you forget.

**Amanda:** It's honestly all of the sexual assault allegations that have been in the news recently. I just reminds me of when I was assaulted, which is pretty hard to think about.

**Friend:** That definitely sucks, but it's nothing we can do anything about tonight, so we might as well just have fun. Plus, there's no way all of those accusations are true.

**Amanda:** Maybe...

**Bystander:** Come on, don't kill the vibe. We're headed to the bars soon!

**Amanda:** Okay, sure.

### **HINTS AND TIPS WHEN ACTING:**

- *Improvising can be tricky so do character work during rehearsal. What is your character's motive? How would they react if their objective is thwarted by the bystander?*
- *The interventions should increase in strength of rebuttal as the forum continues. Basically, do not jump down their throats at the first intervention, work up to it.*
- *Do not pipe up to direct scenes or add additional information, that is the job of the joker and actors need to trust the joker can perform that job.*
- *If the joker, ask the actors "How did this intervention feel for your character?" or any question similar. The actors should try to stick to "my character felt.." statements and not offer any analysis or critique of the intervention.*

### **HINTS AND TIPS WHEN JOKERING:**

- *Create an informal atmosphere. Be yourself. Be playful. Have fun.*
- *Use words that resonate most with your audience.*
- *Avoid the word "oppression" because it may be triggering for some audience members, "struggle" is a solid substitute.*
- *Treat everyone like the adult they are, honor the wisdom in the room, being patronizing or condescending can make learning difficult for the audience because who wants to be talked down to?? No one*
- *Avoid passing judgement on the interventions, that is part of neutrality*
- *Remember to keep the flow of the forum, look to audience for cues*
- *Stay calm if no one volunteers, trust the silence (Remember, 8 seconds is a healthy and normal time to wait for audience participation and response)*
- *Trust yourself! If you make a mistake, you're human too. No apologies needed!*

### **HICCUPS THE JOKER MIGHT RUN INTO:**

Scenario	Potential Response
<i>If nobody yells FREEZE to come up and intervene</i>	<i>You can say "Okay, so nobody came up to sub in. We know that this can be a</i>

	<p><i>really intimidating thing that not everyone feels comfortable with. Can you think of a time in your head when you saw something happening in front of you that made you uncomfortable – it can be really hard to intervene! Can anyone point out to me what was uncomfortable about this scene? Does anyone have some ideas for interventions? You don't have to act them out, but we can just discuss them.”</i></p> <p><i>Lead a discussion about different intervention techniques, or share stories about times you've intervened and invite the audience to do the same.</i></p>
<p><i>If the bystander intervenes in a way that would make the actors and any real person uncomfortable in real life</i></p>	<p><i>Ask the actors “How did that feel when bystander's name* intervened? This way the audience can find out how someone in that position would feel if a person used that intervention technique.</i></p>
<p><i>When a bystander's intervention was not that good and you are struggling to find a positive gain or the Bottom-line</i></p>	<p><i>You might be able to confidently say “Can we all agree that this outcome is better with the intervention that without it? (But only do this if genuine). Don't shame the bystander, but don't endorse intervention.</i></p>
<p><i>When the bystander finishes their intervention and they are immediately rushing to say things like “Oh that wasn't too good” or “I didn't really help” or “That did not go according to plan”</i></p>	<p><i>Ask the bystander: “What would you have liked to have happen?” “What do you wish went differently?” This will give them a chance for them to be able to critique themselves before the audience starts to critique their efforts. Reassure the bystander that every idea is valuable and we are collecting ideas from each technique and we learn just as much from what doesn't work as from what does work.</i></p>
<p><i>When a bystander's intervention was not that good and you are struggling to find a positive gain or the Bottom-line</i></p>	<p><i>You can most likely confidently say “If it were not for this intervention, we would not have had such a quality conversation.”</i></p>

<i>When a bystander's intervention was not that good and you need to go over gains and risks</i>	<i>Keep in mind how thoroughly you go over gains and risks. Sometimes having a bigger debrief of the risks can lead to the bystander feeling discouraged but sometimes there are a lot of risks that need to be addressed in order for learning to happen. Try to find the right balance for the bystander and the audience.</i>
<i>When the audience is struggling to identify and/or articulate the problematic behavior in the scene</i>	<i>Trust the silence, do not give up. You might have to dig a little by asking probing questions such as "What made you feel uncomfortable?" "Did this seem respectful? What about it was not?"</i>

### **Workshop Wrap-Up**

**Molly:** You all have been a wonderful audience today and we want to thank you again for having us. There are so many ways we all can help promote healthy sexual relationships and prevent violence. Whether it's incorporating more communication into your lives, making sure you always have enthusiastic consent, or holding others accountable for their harmful behavior, we hope you all have some new tools to aid yourselves and your communities in this fight. We have some SWAT swag to pass out – handouts, buttons, condoms, pins, pens – so please take some if you'd like! Also, please take a moment to fill out the post surveys—these are just like the one that you filled out before we began the presentation and are on pages four and five of your packets. Last thing – if you're interested in joining SWAT and doing what we do, we're always accepting new applicants. Check out our website and apply at [swat.uoregon.edu](http://swat.uoregon.edu)! You can get involved with an awesome group, earn upper division leadership credits, and have something really impressive for a resume. So, check us out! Thank you again for an awesome workshop, we really appreciate the opportunity to work with all of you!

## Appendix III: Surveys

### Updated IRMA (Version Given to Workshop Participants)<sup>67</sup>

Table 14: The version of the Updated IRMA for workshop participants to fill out

	1	2	3	4	5
1. If a girl is raped while she is drunk, she is at least somewhat responsible for letting things get out of hand.					
2. When girls go to parties wearing slutty clothes, they are asking for trouble.					
3. If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped.					
4. If a girl acts like a slut, eventually she is going to get in trouble.					
5. When girls get raped, it's often because the way they said "no" was unclear.					
6. If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex					
7. When guys rape, it is usually because of their strong desire for sex.					
8.					
9. Guys don't usually intend to force sex on a girl, but sometimes they get too sexually carried away.					
10. Rape happens when a guy's sex drive goes out of control.					
11. If a guy is drunk, he might rape someone unintentionally.					
12. It shouldn't be considered rape if a guy is drunk and didn't realize what he was doing.					
13. If both people are drunk, it can't be rape.					
14. If a girl doesn't physically resist sex—even if protesting verbally—it can't really be considered rape.					
15. If a girl doesn't physically fight back, you can't really say it was rape					
16. A rape probably doesn't happen if a girl doesn't have any bruises or marks.					
17. If the accused "rapist" doesn't have a weapon, you really can't call it rape.					
18. If a girl doesn't say "no" she can't claim rape.					
19. A lot of times, girls who say they were raped agreed to have sex and then regret it.					
20. Rape accusations are often used as a way of getting back at guys.					
21. A lot of times, girls who say they were raped often led the guy on and then had regrets.					
22. A lot of times, girls who claim they were raped have emotional problems.					
23. Girls who are caught cheating on their boyfriends sometimes claim it was rape.					

<sup>67</sup> Payne, Lonsway, & Fitzgerald, 1999; McMahon & Farmer, 2011.

Table 14 Caption: Scoring—Scores range from 1 (strongly agree) to 5 (strongly disagree).

## Updated IRMA (For Researchers Use)

Table 15: Updated IRMA items and their corresponding subscales

	1	2	3	4	5
<b>Subscale 1: She asked for it</b>					
1. If a girl is raped while she is drunk, she is at least somewhat responsible for letting things get out of hand.					
2. When girls go to parties wearing slutty clothes, they are asking for trouble.					
3. If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped.					
4. If a girl acts like a slut, eventually she is going to get in trouble.					
5. When girls get raped, it's often because the way they said "no" was unclear.					
6. If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex					
<b>Subscale 2: He didn't mean to</b>					
7. When guys rape, it is usually because of their strong desire for sex.					
8. Guys don't usually intend to force sex on a girl, but sometimes they get too sexually carried away.					
9. Rape happens when a guy's sex drive goes out of control.					
10. If a guy is drunk, he might rape someone unintentionally.					
11. It shouldn't be considered rape if a guy is drunk and didn't realize what he was doing.					
12. If both people are drunk, it can't be rape.					
<b>Subscale 3: It wasn't really rape</b>					
13. If a girl doesn't physically resist sex—even if protesting verbally—it can't really be considered rape.					
14. If a girl doesn't physically fight back, you can't really say it was rape					
15. A rape probably doesn't happen if a girl doesn't have any bruises or marks.					
16. If the accused "rapist" doesn't have a weapon, you really can't call it rape.					
17. If a girl doesn't say "no" she can't claim rape.					
<b>Subscale 4: She lied</b>					
18. A lot of times, girls who say they were raped agreed to have sex and then regret it.					
19. Rape accusations are often used as a way of getting back at guys.					
20. A lot of times, girls who say they were raped often led the guy on and then had regrets.					



21. A lot of times, girls who claim they were raped have emotional problems.					
22. Girls who are caught cheating on their boyfriends sometimes claim it was rape.					

Table 15 Caption: This table details the 22 items within the Updated IRMA, and which of the four subscales each item pertains to. The columns “1,” “2,” “3,” “4,” and “5,” of the table are for participants to indicate the degree to which they agree with each of the items, which are all examples of rape myths. The format of the Updated IRMA is already on a standardized likert scale—a “1” indicates a highest level of RMA, whereas a “5” indicates the lowest level of RMA.

### CMNI-46 (Version Given to Workshop Participants)

The following pages contain a series of statements about how people might think, feel or behave. The statements are designed to measure attitudes, beliefs, and behaviors, associated with both traditional and non-traditional masculine gender roles.

Thinking about your own actions, feelings and beliefs, please indicated how much you personally agree or disagree with each statement by circling:

SD for “Strongly Disagree”

D for “Disagree”

A for “Agree”

SA for “Strongly Agree”

There are no right or wrong responses to the statements. You should give the responses that most accurately describe your personal action, feelings and beliefs. It is best if you respond with your first impression when answering.

Table 16: The version of the CMNI-46 for workshop participants to fill out

Question	SD D A SA
1. In General I will do anything to win	SD D A SA
2. If I could, I would frequently change sexual partners	SD D A SA
3. I hate asking for help	SD D A SA
4. I believe that violence is never justified	SD D A SA
5. Being thought of as gay is not a bad thing	SD D A SA

6. In general, I do not like risky situations	SD D A SA
7. Winning is not my first priority	SD D A SA
8. I enjoy taking risks	SD D A SA
9. I am disgusted by any kind of violence	SD D A SA
10. I ask for help when I need it	SD D A SA
11. My work is the most important part of my life	SD D A SA
12. I would only have sex if I was in a committed relationship	SD D A SA
13. I bring up my feelings when talking to others	SD D A SA
14. I would be furious if someone thought I was gay	SD D A SA
15. I don't mind losing	SD D A SA
16. I take risks	SD D A SA
17. It would not bother me at all if someone thought I was gay	SD D A SA
18. I never share my feelings	SD D A SA
19. Sometimes violent action is necessary	SD D A SA
20. In general, I control the women in my life	SD D A SA
21. I would feel good if I had many sexual partners	SD D A SA
22. It is important for me to win	SD D A SA
23. I don't like giving all my attention to work	SD D A SA
24. It would be awful if people thought I was gay	SD D A SA
25. I like to talk about my feelings	SD D A SA
26. I never ask for help	SD D A SA
27. More often than not, losing does not bother me	SD D A SA
28. I frequently put myself in risky situations	SD D A SA
29. Women should be subservient to men	SD D A SA
30. I am willing to get into a physical fight if necessary	SD D A SA
31. I feel good when work is my first priority	SD D A SA
32. I tend to keep my feelings to myself	SD D A SA
33. Winning is not important to me	SD D A SA
34. Violence is almost never justified	SD D A SA
35. I am happiest when I'm risking danger	SD D A SA
36. It would be enjoyable to date more than one person at a time	SD D A SA
37. I would feel uncomfortable if someone thought I was gay	SD D A SA
38. I am not ashamed to ask for help	SD D A SA
39. Work comes first	SD D A SA
40. I tend to share my feelings	SD D A SA
41. No matter what the situation I would never act violently	SD D A SA
42. Things tend to be better when men are in charge	SD D A SA
43. It bothers me when I have to ask for help	SD D A SA

44. I love it when men are in charge of women	SD D A SA
45. I hate it when people ask me to talk about my feelings	SD D A SA
46. I try to avoid being perceived as gay	SD D A SA

Table 16 Caption: This is the version of this survey that research participants filled out.

### CMNI-46 (For Researcher Use)

Table 17: CMNI-46 items and their corresponding subscales

Items	Rating	Subscale
1. In General I will do anything to win	SD D A SA	Winning
2. If I could, I would frequently change sexual partners	SD D A SA	Playboy
3. I hate asking for help	SD D A SA	Self-Reliance
4. I believe that violence is never justified	SD D A SA	Violence
5. Being thought of as gay is not a bad thing	SD D A SA	Heterosexual Self Presentation
6. In general, I do not like risky situations	SD D A SA	Risk Taking
7. Winning is not my first priority	SD D A SA	Winning
8. I enjoy taking risks	SD D A SA	Risk Taking
9. I am disgusted by any kind of violence	SD D A SA	Violence
10. I ask for help when I need it	SD D A SA	Self-Reliance
11. My work is the most important part of my life	SD D A SA	Primacy of Work
12. I would only have sex if I was in a committed relationship	SD D A SA	Playboy
13. I bring up my feelings when talking to others	SD D A SA	Emotional Control
14. I would be furious if someone thought I was gay	SD D A SA	Heterosexual Self Presentation
15. I don't mind losing	SD D A SA	Winning
16. I take risks	SD D A SA	Risk Taking
17. It would not bother me at all if someone thought I was gay	SD D A SA	Heterosexual Self Presentation
18. I never share my feelings	SD D A SA	Emotional Control
19. Sometimes violent action is necessary	SD D A SA	Violence
20. In general, I control the women in my life	SD D A SA	Power over women
21. I would feel good if I had many sexual partners	SD D A SA	Playboy
22. It is important for me to win	SD D A SA	Winning
23. I don't like giving all my attention to work	SD D A SA	Primacy of Work
24. It would be awful if people thought I was gay	SD D A SA	Heterosexual Self Presentation
25. I like to talk about my feelings	SD D A SA	Emotional Control
26. I never ask for help	SD D A SA	Self-Reliance
27. More often than not, losing does not bother me	SD D A SA	Winning
28. I frequently put myself in risky situations	SD D A SA	Risk Taking
29. Women should be subservient to men	SD D A SA	Power over women
30. I am willing to get into a physical fight if necessary	SD D A SA	Violence
31. I feel good when work is my first priority	SD D A SA	Primacy of Work
32. I tend to keep my feelings to myself	SD D A SA	Emotional Control
33. Winning is not important to me	SD D A SA	Winning

34. Violence is almost never justified	SD D A SA	Violence
35. I am happiest when I'm risking danger	SD D A SA	Risk Taking
36. It would be enjoyable to date more than one person at a time	SD D A SA	Playboy
37. I would feel uncomfortable if someone thought I was gay	SD D A SA	Heterosexual Self Presentation
38. I am not ashamed to ask for help	SD D A SA	Self-Reliance
39. Work comes first	SD D A SA	Primacy of Work
40. I tend to share my feelings	SD D A SA	Emotional Control
41. No matter what the situation I would never act violently	SD D A SA	Violence
42. Things tend to be better when men are in charge	SD D A SA	Power over women
43. It bothers me when I have to ask for help	SD D A SA	Self-Reliance
44. I love it when men are in charge of women	SD D A SA	Power over women
45. I hate it when people ask me to talk about my feelings	SD D A SA	Emotional Control
46. I try to avoid being perceived as gay	SD D A SA	Heterosexual Self Presentation

Table 17 Caption: This table details the 46 items within the CMNI-46, and which of the nine subscales each item pertains to. The “rating” column of the table demonstrates the way that the CMNI-46 is scored to assess conformity to masculine norms. For each item, participants choose between “SD” for strongly disagree, “D” for disagree, “A” for agree, or “SA” for strongly agree. Depending on the question, agreement or disagreement with the statement could either indicate conformity or nonconformity to a masculine norm. To accurately evaluate whether a research participant conformed or didn’t conform to each item this rating scale was changed to a standardized likert scale. On the standardized scale determined for this project a higher score indicated a higher degree of conformity to masculine gender role norms. For each of the three fraternities who participated in this study each of the nine subscales were individually statistically analyzed to determine whether overall conformity to masculine gender role norms lessened after the workshop intervention.

## **Appendix IV: Recruitment Email**

Dear *[insert name of UO fraternity I am inviting to be part of the study]*,

My name is Molly Zaninovich and I am an undergraduate student from the Women's and Gender Studies Department at the University of Oregon and an intern for the Sexual Wellness Advocacy Team (SWAT). I am writing to invite you to participate in a research study about the effectiveness of a sexual violence prevention program focused on bystander intervention. You're eligible to be in this study because you are one of the U of O's official North-American Interfraternity Conference Fraternities and have participated in a SWAT workshop in the past. I obtained your contact information from your fraternity's website.

If you decide to join this study, your fraternity will participate in a 75-minute workshop that is entirely made up of bystander intervention scenarios—scenes in which workshop participants have the opportunity to engage with actors to practice how they would intervene in real life if they were to see problematic or predatory behavior. The purpose of this study is to evaluate what new ideas and skills fraternity men learn from participating in the bystander intervention program after having already participated in the standard SWAT workshop, and for that reason I am only asking for participation from those who have participated in a SWAT workshop before. I will need all workshop participants to sign a consent form because I will collect data from a survey at the beginning and end of the workshop to gauge how much people have learned over the course of the workshop.

Remember, this is completely voluntary. I appreciate your willingness to consider participating in this important research. If you'd like to participate or have any

questions about the study, please email or contact me at [mollyz@uoregon.edu](mailto:mollyz@uoregon.edu). Or by phone at 503-799-6314.

In addition, I have included the consent form below for your review. This includes more details about what will be asked of you as part of my research. Please forward this email as well as the consent form to all of your fraternity members so they may look it over and decide whether participating is in their best interest.

Thank you very much.

Sincerely,

Molly Zaninovich

Faculty Advisor: Jamie Bufalino, [bufalino@uoregon.edu](mailto:bufalino@uoregon.edu)

## **Appendix V: Informed Consent Letter**

### **University of Oregon Consent Form**

**University of Oregon** [Clark Honors College, Women's and Gender Studies]

Informed Consent for Participation as a Subject in [*Training Better Bystanders*]

**Investigator:** [*Molly Zaninovich*]

**Type of consent** [Adult Consent Form—To be used with all research participants in this study]

### **Introduction**

1. You are being asked to be in a research study about the effectiveness of a bystander intervention sexual violence prevention program within University of Oregon fraternities.
2. You were selected as a possible participant because you are a member of one of the U of O's official North-American Interfraternity Conference Fraternities and you have participated in a Sexual Wellness Advocacy Team (SWAT) workshop in the past.
3. We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

### **Purpose of Study:**

4. The purpose of this study is to build on and evaluate the bystander intervention skills that fraternity men have already learned in the standard SWAT workshop.
5. Participants in this study are from University of Oregon official North-American Interfraternity Conference Fraternities.

### **Description of the Study Procedures:**

6. If you agree to be in this study, we would ask you to do the following things: participate in a 75-minute workshop that is entirely made up of bystander intervention scenarios—the scenes in which workshop participants get to engage with actors to practice how they would

intervene in real-life if they were to see problematic or predatory behavior. You will also be asked to complete paper surveys before and after the workshop. These surveys will ask questions about your beliefs towards sexual violence and masculinity. The time it will take to complete the surveys is included in the 75-minute workshop. Workshop participants will not be contacted for further information after the study.

#### **Risks/Discomforts of Being in the Study:**

7. The study has the following risk: We will be discussing sexual violence in detail, which can be a triggering topic for many people. To mitigate this risk a support volunteer will be present from the Eugene non-profit Sexual Assault Support Services (SASS). This volunteer will be trained in crisis counseling and will be able to offer emotional support as well further resources, such as legal help or information about therapy, for anyone who needs them.
8. The pre and post surveys you will be asked to fill out will be anonymous so there is a virtually non-existent risk of a breach in confidentiality. These anonymous surveys will be stored in my locked apartment.

#### **Benefits of Being in the Study:**

9. The purpose of this study is to determine whether this 75-minute bystander intervention workshop impacts the way that fraternity men view the rape myths listed on the IRMAS.
10. The benefits of participation are an increased understanding of bystander intervention and a chance to practice bystander intervention techniques that could potentially be used in real life settings.

#### **Confidentiality:**

11. The records of this study will be kept private. In any sort of report we may publish, we will not include any information that will make it possible to identify a participant. Research records will be anonymous, which will significantly decrease the risk of a breach in confidentiality. Each packet, containing the pre and post surveys, will be numbered to avoid having study participants need to identify themselves by name. These anonymous packets with the surveys will be stored in my locked apartment.
12. Access to the records will be limited to the researchers; however, please note that regulatory agencies, and the Institutional Review Board and internal University of Oregon auditors may review the research records.



13. The raw data from these surveys will not be shared with other members of SWAT or of SASS. SWAT members will solely be present to help me conduct the surveys. A SASS support volunteer will solely be present to offer emotional support to anyone who needs it during or after the workshop. My final research paper will be shared with anyone who wants to read it and it will be available in the online data base of Clark Honors College theses.

**Voluntary Participation/Withdrawal:**

14. Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with the University or with your fraternity.
15. You are free to withdraw at any time, for whatever reason.
16. There is no penalty or loss of benefits for not taking part or for stopping your participation. Early withdrawal will not jeopardize your University relationships.

**Contacts and Questions:**

17. The researcher (principle investigator) conducting this study is Molly Zaninovich. For questions or more information concerning this research you may contact her at [mollyz@uoregon.edu](mailto:mollyz@uoregon.edu) or 503-799-6314.
18. You may also contact the faculty advisor for this project: Jamie Bufalino at [bufalino@uoregon.edu](mailto:bufalino@uoregon.edu) or 503-269-2921.
19. If you have any questions about your rights as a research subject, you may contact: Research Compliance Services, University of Oregon at (541) 346-2510 or [ResearchCompliance@uoregon.edu](mailto:ResearchCompliance@uoregon.edu)

**Copy of Consent Form:**

20. You will be given a copy of this form to keep for your records and future reference.

**Statement of Consent:**

21. I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my consent to participate in this study. I have received (or will receive) a copy of this form.

**Study Participant (Print Name)**

---

**Date**

## Bibliography

- Burt, M. R. (1980). Cultural myths and supports for rape. *Journal of Personality and Social Psychology*, 38, pp. 217-230.
- Brownmiller, S. (1975). *Against our will: Men, women, and rape*. New York: Simon & Schuster.
- Cantor, David, Bonner Fisher, Susan Chibnall, Carol Bruce, Reanne Townsend, Gail Thomas, and Hyunshik Lee. "Report on AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct." *Westat* (2015): 1-129. Web.
- Chiroro, Patrick, et al. "Rape myth acceptance and rape proclivity expected dominance versus expected arousal as mediators in acquaintance-rape situations." *Journal of Interpersonal Violence* 19.4 (2004): 427-442.
- Darley, J. M., & Latane, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology*, 8(4, Pt.1), 377-383.
- Deer, Sarah. *The Beginning and End of Rape: Confronting Sexual Violence in Native America*. University of Minnesota Press, 2015.
- Gibbons, Roberta E. "The Evaluation of Campus-Based Gender Violence Prevention Programming: What We Know about Program Effectiveness and Implications for Practitioners" *National Online Resource Center on Violence Against Women*, Jan 2013.
- Jordan, Carol E.; Combs, Jessica L.; and Smith, Gregory T., "An Exploration of Sexual Victimization and Academic Performance Among College Women" (2014). *Office for Policy Studies on Violence Against Women Publications*. 38. Pp. 18.
- Koon, Jerrod Anthony. "Masculinity and bystander helping behavior: a study of the relationship between conformity to masculine norms and bystander interventions." PhD (Doctor of Philosophy) thesis, University of Iowa, 2013. <http://ir.uiowa.edu/etd/5004>.
- Koss, M. P., & Oros, C. J. (1982). Sexual experiences survey: A research instrument investigating sexual aggression and victimization. *Journal of Consulting and Clinical Psychology*, 50, 455-457.
- Lisak, David, and Paul M. Miller. "Repeat rape and multiple offending among undetected rapists." *Violence and victims* 17.1 (2002): 73-84.
- Loh, Catherine, et al. "A prospective analysis of sexual assault perpetration risk factors related to perpetrator characteristics." *Journal of Interpersonal Violence* 20.10 (2005): 1325-1348.

- Lonsway, K.A. and Fitzgerald, L.F. (1994). Rape myths: In review. *Psychology of Women Quarterly*, 18, 133-164.
- Mahalik, James R, et al. "Development of the Conformity to Masculine Norms Inventory." *Psychology of Men and Masculinity*, vol. 4, no. 1, ser. 3-25, 2003. 3-25.
- Malamuth, N. M. (1981). Rape proclivity among males. *Journal of Social Issues*, 37, 138-157.
- Martin P.Y., & Hummer, R. A. (1989). Fraternities and rape on campus. *Gender and Society*, 3, 457-473.
- O'Neil, James M. "Summarizing 25 Years of Research on Men's Gender Role Conflict Using the Gender Role Conflict Scale: New Research Paradigms and Clinical Implications." *The Counseling Psychologist*, vol. 36, no. 3, May 2008, pp. 358–445. *SagePub*, doi:10.1177/0011000008317057.
- O'Sullivan, C. (1991). Acquaintance gang rape on campus. In A. Parrot, & L. Bechhofer (Eds.), *Acquaintance rape: The hidden crime*. New York: John Wiley & Sons.
- Parent, Mike C, and Bonnie Moradi. "An Abbreviated Tool for Assessing Conformity to Masculine Norms: Psychometric Properties of the Conformity to Masculine Norms Inventory-46." *Psychology of Men and Masculinity*, vol. 12, no. 4, 2011, pp. 339–353. *ResearchGate*.
- Payne, Diana L., Kimberly A. Lonsway, and Louise F. Fitzgerald. "Rape Myth Acceptance: Exploration of Its Structure and Its Measurement Using the Illinois Rape Myth Acceptance Scale." *Journal of Research in Personality* 33.1 (1999): 27-68.
- Peterson, S. A., & Franzese, B. (1987). Correlates of college men's sexual abuse of women. *Journal of College Student Personnel*, 28, 223-228.
- Saul, Stephanie, and Kate Taylor. "Betsy DeVos Reverses Obama-Era Policy on Campus Sexual Assault Investigations." *The New York Times*, 22 Sept. 2017, [www.nytimes.com/2017/09/22/us/devos-colleges-sex-assault.html](http://www.nytimes.com/2017/09/22/us/devos-colleges-sex-assault.html).
- Seabrook, Rita C, et al. "Why Is Fraternity Membership Associated With Sexual Assault? Exploring the Roles of Conformity to Masculine Norms, Pressure to Uphold Masculinity, and Objectification of Women." *Psychology of Men and Masculinity*, vol. 19, no. 1, 2018, pp. 3–13. *PsycNET*.
- Tabachnick, Joan. "Engaging Bystanders in Sexual Violence Prevention." *National Sexual Violence Resource Center* (2009): 1. Web.

Title IX and Sex Discrimination." *Home*. US Department of Education (ED), 15 Oct. 2015. Web. 15 Apr. 2017.

Winerip, Michael. "Stepping Up to Stop Sexual Assault." *New York Times*, 7 Feb. 2014.

Wegner, Rhiana et al. "Sexual Assault Perpetrators' Justifications for Their Actions: Relationships to Rape Supportive Attitudes, Incident Characteristics, and Future Perpetration." *Violence against women* 21.8 (2015): 1018–1037. *PMC*. Web. 26 Mar. 2018.